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AUTHOR	Hole, F. Marvin; Byrd-Bredbenner, Debra Carol
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ABSTRACT

Five inservice workshops for coordinators and teachers of practical nursing were conducted to provide a coordinated approach to curriculum development and to the teaching of practical nursing throughout the state of Pennsylvania. In addition to providing up-to-date information on curriculum development, design, and revision, topics such as mainstreaming the disadvantaged and handicapped learners into the practical nurse programs, recognition of the need for change in the health system, and need to examine curricula for career mobility were included. Based upon the findings of the project, these recommendations were made: that a course be developed on the legal aspects of health occupations education and be presented on a continuing basis throughout the state; that a long-term program be implemented to meet the inservice needs of coordinators and teachers in the area of improvement of instruction-curriculum development, evaluation, articulation, and delivery systems; and that a series of workshops be presented in such areas as staff development, career ladders and mobility, teaching methods, and counseling. (Evaluation instruments and selected materials utilized in the workshops are included in the appendixes.) (JH)

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FINAL REPORT

COORDINATED INSERVICE LEADERSHIP DEVELOPMENT FOR PRACTICAL NURSE TEACHERS AND COORDINATORS

F. MARVIN HOLE
AND
DEBRA CAROL BYRD-BREDBENNER

Pennsylvania Department of Education
Bureau of Vocational Education
Project No. 512-05 (8644)

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COORDINATED INSERVICE LEADERSHIP DEVELOPMENT FOR PRACTICAL NURSE TEACHERS AND COORDINATORS

(Project No. 94-8013)

DR. F. MARVIN HOLE
Project Director

DEBRA CAROL BYRD-BREDBENNER
Workshop Coordinator

Division of Occupational and Vocational Studies
The Pennsylvania State University
University Park, Pennsylvania 16802

(June 1978)

ce 016 573

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ABSTRACT

Coordinated Inservice Leadership Development for Practical Nurse Teachers and Coordinators

Purpose

The purpose of this project was to provide five statewide curriculum development workshops for coordinators and teachers of Practical Nursing. The aim of the workshops was to provide inservice curriculum development for the improvement of Practical Nursing programs in Pennsylvania.

Objectives:

1. To provide up-to-date information relevant to practical nursing.
2. To provide continuous improvement in practical nursing throughout Pennsylvania.
3. To strengthen practical nursing programs in the State of Pennsylvania by providing information in course design and guidelines for improving existing curriculum and developing new curriculum.
4. To provide Practical Nursing teachers and coordinators with inservice activities for improving teaching techniques.

Outcomes

1. Five statewide curriculum development workshops were organized and sponsored by the Division of Occupational and Vocational Studies of The Pennsylvania State University to coordinators and teachers of practical nursing.
2. Statewide curriculum development conferences for Practical Nurse coordinators were held October 12-14, 1977 in Danville,

Pennsylvania and April 19-21, 1978 in Danville, Pennsylvania. Fifty-one nurse coordinators attended the October conference and thirty-seven nurse coordinators attended the April conference. Consultants provided an up-date of current State Board of Nursing Examiners policies.

3. Statewide curriculum development conferences for Practical Nurse teachers were held March 21-23, 1978 in Danville, Pennsylvania, March 29-31, 1978 in Bethlehem, Pennsylvania, and April 5-7, 1978 in Butler, Pennsylvania. Consultants and guest speakers provided an up-date of current curriculum trends.
4. The workshops provided a coordinated approach to curriculum development and revision of practical nursing curriculum in Pennsylvania.
5. The workshops were planned and conducted by state staff members and field consultants.
6. The workshops aimed at serving a group of vocational educators who have in the past, had less than optimum assistance and guidance from state vocational teacher education institutions. These teachers and coordinators have found it difficult to get inservice education, in order to remain up-to-date in their field. These workshops are aimed at aiding those teachers and coordinators in remaining abreast in practical nursing.

Audience

The teachers and coordinators served by these workshops were those who demonstrated an interest in and need for advanced training in practical nursing curriculum development and revision.

CHAPTER I

BACKGROUND OF THE PROJECT

Health Occupations Education programs at the secondary and postsecondary levels have continually demonstrated phenomenal patterns of growth and expansion. As a result, there are correspondingly increased demands for competent leadership to effect the planning, organization, administration and evaluation of programs which prepare health workers.

Practical Nursing programs are diverse and scattered throughout Pennsylvania. Due to the lack of organized programs in pracitcal nursing teacher education, there are no natural centers where Practical Nursing teachers can meet for common instruction. The development of new techniques and the discovery of new knowledge creates a need for Practical Nursing teachers to pursue advanced degrees and seek teacher certification. Accurate up-to-date information for the Practical Nursing educator is necessary so that continuity and improved instruction may result.

Vocational programs of Practical Nursing recognized by the State Board for Vocational Education must meet the requirements of and be approved by the State Board of Nurse Examiners. This allows graduates of the program to be eligible for writing the licensing examination.

The selection of a well qualified faculty is of prime importance if a program of practical nursing is to succeed. The coordinator of the practical nursing program should be consulted for recommendations by the school administrator in the selection of faculty members. The State Board of Nurse Examiners must review and approve the credentials of those persons applying for coordinator position.

The coordinator is the professional nurse in charge of the program and is the individual to whom faculty members are responsible. The functions of the coordinator are established by the local educational agencies and, therefore, may vary from one community to another. However general over-all responsibilities of the coordinator are enumerated in the Practical Nursing Handbook.

Need for the Study

There is a need to provide a means for bringing the coordinators and faculty of the Practical Nursing programs, throughout Pennsylvania, together to discuss methods of strengthening and providing a common direction in practical nursing in this state. There is a need to provide guidance in developing, designing and revising new and existing curriculum in practical nursing. There's an additional need to improve the instructional techniques of practical nursing. There is an additional need to improve the instructional techniques of practical nursing teachers.

CHAPTER II

METHODS AND PROCEDURES

Purpose of the Project

The purpose of this project was to provide inservice training through five workshops for coordinators and teachers of practical nursing. The workshop provided a coordinated approach to curriculum development and the teaching of practical nursing throughout the state. These workshops were held in various areas of Pennsylvania so as to eliminate unnecessary travel and to maximize resource utility. The workshops provided up-to-date information on curriculum development, design and revision. Topics such as Mainstreaming the Disadvantaged and Handicapped Learners into the Practical Nurse Programs, Recognition of the Need for Change in the Health System and Need to Examine Curricula for Career Mobility were included.

The Coordinator's Workshops

A fall workshop was held for coordinators of Practical Nursing programs on October 12, 13, and 14, 1977. The workshop was held in Danville, Pennsylvania.

The following is a copy of the agenda for the three day workshops as presented to attendants.

The workshop focused on two major segments. Participants were provided with information through lecture and open discussions.

The first major segment of the workshop presented information concerning the current activities and interests of the State Board of Nurse Examiners and from the Health Occupations section.

The second segment of the workshop was a presentation of various aspects curriculum. The workshop participants received this information from Mary Richards, of the State Board of Nurse Examiners, A. Louise Harding, Senior Program Specialist, Health Occupations Education, Bureau of Vocational Education and by Bernadine O'Donnell of the State Board of Nurse Examiners.

There were three specific areas into which the curriculum information was divided. The first was "Curriculum Development in General," this dealt with the overall development of any curriculum. This area focused on the factors, data and procedures employed in the development of curriculum in any subject matter area.

The second area examined curriculum approaches specifically for practical nursing. After the workshop, participants who had gained a basic grasp of general curriculum could then transfer this knowledge and apply it to a specific field, onw with which they were very familiar, practical nursing.

The last area of curriculum focused on curriculum revision. This area is of great importance in that some curriculum already exists. This existing curriculum may not need to be completely re-developed, revision may be all that is necessary. Since revision is quicker, easier, less costly, and potentially as effective as complete redevelopment, many teachers and coordinators are likely to go this route, thus making this area, curriculum revision, important to be included as a major part of the workshop.

A spring workshop was held for coordinators of practical nursing programs April 19-21, 1978. The workshop took place in Danville, Pennsylvania.

Fall Workshop
Coordinators of Practical Nursing
October 12-14, 1977
Sheraton Inn, Danville

Sponsored by
Division of Occupational and Vocational Studies
The Pennsylvania State University

Wednesday

12 noon - 1:15 p.m.	Registration
1:15 - 2:00 p.m.	Chairperson Dr. F. Marvin Hole Assistant Professor of Vocational Education The Pennsylvania State University Welcome: Lane L. Kemler Chief, Vocational Field Services Central Region Announcements: Mrs. Marguerite Savidge Hostess
2:00 p.m.	Views from the State Board of Nurse Examiners- Mary Richards
3:00 p.m.	Coffee Break
3:15 p.m.	Views from the Health Occupations Section Miss A. Louise Harding
4:30 p.m.	Historical Overview of P.N. Education Bernardine O'Donnell

Thursday

9:00 a.m.	Curriculum Development in General Mary Richards
10:15 a.m.	Coffee Break
10:30 a.m.	Curriculum Development Mary Richards
12:00 noon	Lunch

1:30 p.m.	Curriculum Approaches in Practical Nursing Bernardine O'Donnell
3:00 p.m.	Coffee Break
3:15 p.m.	Curriculum Approaches Bernardine O'Donnell
4:30 p.m.	Open Discussion

Friday

9:00 a.m.	Workshop - Curriculum Revision
10:15 a.m.	Coffee Break
10:30 a.m.	Workshop - Curriculum Revision
12:00 noon	Lunch
1:00 p.m.	Summary

The following is a copy of the agenda for the three day workshop. The workshop focused on three major topics: Updates from the State Board of Nurse Examiners and the Bureau of Vocational Education - Health Occupations Education, CETA and National Issues and Trends in Practical Nursing.

The first topic, an Update from the State Board of Nurse Examiners was presented by Geraldine Wenger, Secretary of the State Board of Nurse Examiners. Mrs. Wenger discussed the view of the State Board and examined issues facing practical nursing.

Mr. Lane Kemler, Chief, Vocational Field Services conducted the session focusing on CETA. This session provided information concerning the use of CETA funding and the other functions of CETA.

The third workshop topic dealt with National Issues and Trends in Practical Nursing. Participants were divided into smaller groups to discuss the issues and propose a possible plan of action in relation to these issues.

Several groups chose to examine the Issue of Preservation of Practical Nursing on "How to Defeat the 1985 Resolution." A summary of this plan of action as developed by participants is as follows:

1. Survey number of Practical Nursing coordinators belonging to the Practical Nursing Association (PNA).
2. Encourage coordinators to join PNA and to actively participate and vote.
3. Send representatives from the coordinators to the PNA Board of Directors and the Commission on Nursing Education.
4. Educate practical nursing students to become active in professional organizations.

Spring Workshop
Coordinators of Practical Nursing
April 19-21, 1978
Sheraton Inn, Danville

Sponsored by
Division of Occupational and Vocational Studies
The Pennsylvania State University
University Park, PA 16802
814-865-8361

Wednesday

12 noon - 1:15 pm Registration

1:30 - 1:45 pm Chairperson:

Dr. F. Marvin Hole
Assistant Professor of Vocational Education
The Pennsylvania State University

Welcome:

Mrs. Mary Myers
Vocational Consultant
Central Region

Announcements:

Mrs. Marguerite Savidge
Hostess

1:45 - 2:45 pm Update, State Board of Nurse Examiners

Presentor:

Mrs. Geraldine Wenger, Secretary
State Board of Nurse Examiners

2:45 - 3:00 pm Coffee Break

3:00 - 3:45 pm CETA

Presentor:

Mr. Lane Kemler
Chief, Vocational Field Services
Central Region

3:45 - 4:30 pm	Update, BVE-HOE Presentor: Ms. A. Louise Harding Senior Program Specialist Health Occupations Education
4:30 pm	Adjournment

Thursday

8:30 - 10:15 am	National Issues and Trends in Practical Nursing Presentor: Sister Mary Walsh Director Division of Practical Nursing Programs National League for Nursing
10:15 - 10:30 am	Coffee Break
10:30 - 12 noon	Continuation of National Issues and Trends
12 noon - 1:30 pm	Lunch
1:30 - 2:45 pm	Continuation of Issues and Trends
2:45 - 3:00 pm	Coffee Break
3:00 - 4:00 pm	Summary of Trends and Issues: Implications for Pennsylvania
4:00 pm	Adjournment
6:30 pm	Dinner
8:00 pm	LPN Business Meetings

Friday

8:30 - 9:45 am	Regional Meetings
9:45 - 10:00 am	Coffee Break
10:00 - 11:30 am	Continuation of Regional Meetings
11:30 - 12 noon	Summary and Evaluation
12 noon	Lunch and Adjournment

5. Educate the public through mass media, (news releases, magazines, television).
6. Make appeals to Congress, using letters, telegrams, etc. Get the public involved.
7. Get information out to grass roots, nurses, employers and consumers.
8. Communicate with hospital administrators in relation to concerns of the added cost of employing an all professional staff.
9. Make the public aware of increased consumer costs if the 1985 resolution becomes law. It is more economical to educate and employ practical nurses. It is too expensive to employ only Associate Degree Nurses and Bachelor of Science Nurses.
10. Prepare position papers regarding the function and competencies of the practical nurse.
11. *Increase* the flexibility of practical nursing programs so that students can enter and exit at various levels.
12. Conduct research, make curriculum revisions to meet the needs of the students and agencies in order to prepare practical nurses who can be appropriately utilized.

Another issue that was examined is "All nursing education should have predictable outcomes to guarantee employers assurance of quality.

Plan of action -- Determine and establish competencies for Practical Nursing in Pennsylvania.

1. Determine methodology for research--such tools as questionnaires, format, etc.

2. Establish a committee which will be responsible for compiling and coordinating statistical data.
3. Research -- A. Employers to determine expected competencies
    B. Graduates as to how well they were prepared to meet demands of their jobs
    C. Health Care Needs three such channels as Regional Health Care Councils, etc.
    D. Collect prior research data and/or task analysis studies and update data
4. Formulate broad competencies which cover Practical Nursing practice in Pennsylvania.
5. Develop, distribute and formulate guidelines upon which Practical Nursing programs of education can be built.
6. Publish and through public education advise and keep legislators, other health care agencies, consumers, etc. abreast of current status and trends in Practical Nursing.
7. Determine what the Practical Nurse is and what he/she is prepared for.

On the last day of the workshop a regional meeting of the Pennsylvania Association of Coordinators of Practical Nursing was held. A copy of the agenda is included.

The Practical Nursing Teacher's Workshops

Three Practical Nursing teacher's workshops were held March 21-23, 1978 in Danville, Pennsylvania; March 29-31, 1978 in Bethlehem, Pennsylvania; and April 5-7, 1978 in Butler, Pennsylvania. The following are copies of the agenda's for each of the three day workshops as presented to attendants.

The Pennsylvania State University
Division of Occupational and Vocational Studies

Practical Nurse Curriculum Development Workshop

Sheraton Inn, Danville, PA

March 21-23, 1978

Tuesday, March 21, 1978

11:00 - 12:00 n	Coordinators Planning Session
12:00 - 1:00 p.m.	Registration
1:00 - 1:15 p.m.	Workshop Plan Dr. F. Marvin Hole The Pennsylvania State University
1:15 - 1:30 p.m.	Operational Design Mrs. Marguerite J. Savidge Coordinator of Practical Nursing Danville Area School District
1:30 - 3:00 p.m.	Mainstreaming Handicapped and Disadvantaged Learners in Practical Nursing Programs Mr. Stephen E. Hill Research Associate The Pennsylvania State University
3:00 - 3:15 p.m.	Coffee Break
3:15 - 4:30 p.m.	Recognizing the Need for Change in the Health System and Need to Examine Curricula for Career Mobility Dr. James E. Cole Bloomsburg State College
4:30 - 6:00 p.m.	Adjournment
6:00 - 8:00 p.m.	Smorgasbord Dinner
8:00 - 9:30 p.m.	Group Sessions--Common Problems Relating to Revision of Practical Nursing Curriculum Mrs. Marguerite J. Savidge

Wednesday, March 22, 1978

8:00 - 9:00 a.m.	Buffet Breakfast
9:00 - 10:15 a.m.	Communication Channels Mrs. Mary Myers Vocational Field Consultant Health Occupations Pennsylvania Department of Education
10:15 - 10:30 a.m.	Coffee Break

Practical Nursing Curriculum Development Workshop

Wednesday, March 22, 1978 (Continued)

10:30 - 12:00 n	Regulations Guiding the Development of Curricula; or Review of Existing Curricula - A Philosophical Base Mrs. Marguerite J. Savidge
12:00 - 1:30 p.m.	Lunch, Court Yard
1:30 - 3:15 p.m.	Workshop Sessions, Curricula to Fit the Need for the Changing Role of the Practical Nurse - A Situation Analysis
3:15 - 3:30 p.m.	Coffee Break
3:30 - 4:30 p.m.	Continuation of above sessions
4:30 p.m.	Adjournment
6:00 - 7:00 p.m.	Social adjustment hour, court yard
7:00 - 8:00 p.m.	Banquet dinner
8:00 - 9:00 p.m.	Entertainment

Thursday, March 23, 1978

8:00 - 9:00 a.m.	Buffet breakfast
9:00 - 10:45 a.m.	An Examination of the Proposal Curricula Developed in Wednesdays Sessions
10:45 - 11:00 a.m.	Coffee Break
11:00 - 11:30 a.m.	Responsibilities for Completion of Curriculum Development Project
12:00 - 1:00 p.m.	Box Lunch
1:00 - 2:00 p.m.	Evaluation of Workshop Activities

Participants may enroll for 1 semester credit* of I.Ed. 497Av Special Topics: Practical Nurse Curriculum Development.

Transcript abbreviation: ST:PN Curr Develop

*Participants enrolling for credit must complete a project in addition to the workshop sessions.

The Pennsylvania State University
Division of Occupational and Vocational Studies

Practical Nurse Curriculum Development Workshop

Allentown Holiday Inn--West
March 29-31, 1978

Wednesday, March 29, 1978

11:00 - 12:00 n	Coordinators Planning Session
12:00 - 1:00 p.m.	Registration -- South Room
1:00 - 1:15 p.m.	Workshop Plan Dr. F. Marvin Hole The Pennsylvania State University
1:15 - 1:30 p.m.	Role of Regional Vocational Office in Curriculum Improvement Robert Harrison Chief, Eastern Regional Field Services
1:30 - 1:45 p.m.	Operational Design Helen Swaincott Vocational Consultant, Health Occupations
1:45 - 2:30 p.m.	Communication Channels Helen Swaincott
2:30 - 3:00 p.m.	Preparation for Mini Workshop Mrs. Marguerite J. Savidge, R.N. Coordinator of Practical Nursing Danville School District Danville, PA
3:00 - 3:15 p.m.	Coffee Break
3:15 - 4:30 p.m.	Mainstreaming Handicapped and Disadvantaged Learners in Practical Nurse Programs Stephen Hill The Pennsylvania State University
4:30 - 6:00 p.m.	Adjournment
6:00 - 8:00 p.m.	Dinner
8:00 - 10:00 p.m.	Mini Workshops Mrs. Marguerite J. Savidge, R.N.

Thursday, March 30, 1978

8:00 - 9:00 a.m.	Buffet Breakfast

Practical Nurse Curriculum Development Workshop

Thursday, March 30, 1978 (Continued)

9:00 - 10:15 a.m.	Recognizing the Need for Change in the Health System and Need to Examine Curricula for Career Mobility Mrs. Marguerite J. Savidge, R.N.
10:15 - 10:30 a.m.	Coffee Break
10:30 - 12:00 n	Regulations guiding the development of Curricula: or review of existing curricula--a philosophical base Mrs. Marguerite J. Savidge, R.N.
12:00 - 1:30 p.m.	Lunch--Court Yard
1:30 - 3:15 p.m.	Five Workshop Sessions--Curricula to Fit the Need for the Changing Role of the Practical Nurse--A Situation Analysis
3:15 - 3:30 p.m.	Coffee Break
3:30 - 4:30 p.m.	Continuation of Above Sessions
4:30 p.m.	Adjournment
6:00 - 7:00 p.m.	Social Adjustment Hour--Hunt Room
7:00 - 9:00 p.m.	Banquet Dinner

Friday, March 31, 1978

8:00 - 9:00 a.m.	Buffet Breakfast
9:00 - 11:00 a.m.	An Examination of the Proposed Curricula Developed in Wednesday's Sessions
11:00 - 12:00 a.m.	Responsibilities for Completion of Curriculum Development Project
12:00 - 1:00 p.m.	Box Lunch
1:00 - 2:00 p.m.	Evaluation of Workshop Activities

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Participants may enroll for 1 semester credit* of I.Ed. 497Av Special Topics: Practical Nurse Curriculum Development.

Transcript abbreviation: ST:PN Curr Develop

*Participants enrolling for credit must complete a project in addition to the workshop sessions.

The Pennsylvania State University
Division of Occupational and Vocational Studies
Practical Nurse Curriculum Development Workshop

Butler County Community College
College Drive - Oak Hills
Butler, PA 16001
April 5-7, 1978

Wednesday, April 5, 1978

12:00 - 1:00 p.m.	Registration
1:00 - 1:15 p.m.	Workshop Plan Dr. F. Marvin Hole The Pennsylvania State University
1:15 - 2:00 p.m.	Functions of the Regional Office in Vocational Planning and Operation Miss Hester Munden, Chief Western Region Field Services
2:00 - 3:00 p.m.	Curriculum Design of Three Area Programs Mrs. Emma Watson, Allegheny County Community College Mrs. Mary Kavoosi, Venango County AVTS Miss Kristin Nagg, Connelley Skill Center
3:00 - 3:15 p.m.	Coffee Break
3:15 - 4:30 p.m.	Mainstreaming Handicapped and Disadvantaged Learners in Practical Nursing Programs Mrs. Donna Wood University of Pittsburgh
4:30 p.m.	Adjournment

Thursday, April 6, 1978

9:00 -10:15 a.m.	Recognizing the Need for Change in the Health System and Need to Examine Curricula for Career Mobility Mrs. Barbara Woodring
10:15 -10:30 a.m.	Coffee Break

Practical Nurse Curriculum Development Workshop

Thursday, April 6, 1978 (continued)

10:30 -12:00 n.	Introduction and Implementation of Group Work Sessions Miss Eleanor Deigner Vocational Consultant, Western Region
12:00 - 1:30 p.m.	Lunch
1:30 - 3:15 p.m.	Continuation of the Morning Work Session
3:15 - 3:30 p.m.	Coffee Break
3:30 - 4:30 p.m.	Continuation of Work Sessions
4:30 p.m.	Adjournment

Friday, April 7, 1978

9:00 -11:00 a.m.	An Examination of the Proposed Curricula Developed Which Shows a Thread that Appears in the Philosophy, Program Objectives, in the Level Objectives and the Course Outline
11:00 -12:00 n.	Workshop Evaluation
12:00 n.	Adjournment

Participants may enroll for one (1) semester credit* of I. Ed. 497Av
Special Topics: Practical Nurse Curriculum Development.

Transcript abbreviation: ST:PN Curr Develop

*Participants enrolling for credit must complete a project in addition to the workshop sessions.

The three workshops all basically covered the same information although minor variations existed. The workshops focused on three major topics.

Steven, Hill, Research Associate from The Pennsylvania State University, presented the first major topic. This topic focused on mainstreaming handicapped and disadvantaged learners in Practical Nursing programs. Hill pointed out that this is a trend in all realms of education. Practical nursing teachers must begin to examine their existing curricula and make revisions in order to facilitate mainstreaming. Practical Nursing coordinators need to become aware of and obtain any texts on equipment that will facilitate and maximize the learning of handicapped or disadvantaged learners.

In an effort to provide a clear direction for vocational educators, the State Board of Education plans to foster a concerted effort to achieve equal educational opportunities by eliminating sex, racial ethnic, and linguistic bias, stereotyping, and discriminating and to develop and expand vocational education opportunities for the disadvantaged and handicapped.

This emphasis in expanding vocational opportunities is an important one, as jobs are available for these learners. Job availability is a reality because any employer receiving greater than $2,500.00 form the government, is required by law to hire the handicapped and disadvantaged.

Often these disadvantaged and handicapped students requires a greater number of hours of training to master the necessary skills. The State only mandates a minimum number of hours that funds are available to provide increased hours of training so that the handicapped or disadvantaged student can master the skills necessary for licensure.

Vocational education has a vital and growing responsibility in the total effort of the educational system to prepare all students for work. Therefore, the State Board reaffirms its position that vocational educators must continue the development and expansion of programs for the disadvantaged and handicapped. It is essential that these persons have the same educational opportunities as all others benefiting from public education.

The State Board recognizes that special support services may need to be provided to the handicapped and disadvantaged. Whenever possible, mainstreaming these students into the regular program is desired. Architectural barriers must be removed wherever possible for the physically handicapped and modifications to equipment should be made to provide for students' special needs. In addition, remedial education may be necessary if the disadvantaged and handicapped are to benefit equally from vocational education.

The State Board recognizes that parental influence and stereotyped societal attitudes continue to dominate the students' selection of vocational programs. However, the educational system cannot ignore the historical contribution it has made toward perpetuating sex stereotyping, race, ethnic and linguistic bias. Educators must intensify their efforts to provide programs of equal educational opportunities for all students. Schools must cease channeling students into programs traditionally associated with their gender or ethnic background. It is essential that sex, race, ethnic and linguistic bias be removed from instructional materials. Special curricular materials and services must be furnished to persons of limited English-speaking ability where appropriate. Equal vocational opportunity in Pennsylvania will not be realized until sex, race, ethnic and linguistic bias are eliminated.

The second major topic focused on several aspects of curriculum. Participants were encouraged to examine existing curriculum to determine whether it allowed for change in the health system. Another reason for this examination is to insure the curricula allows for career mobility. The rapidly changing field of health and a highly transient population practically insists on building career mobility into the curricula.

Another aspect of curriculum that must be considered is articulation. The State Board of Education has laid plans to intensify articulation efforts among programs at middle schools and junior high schools with secondary school and postsecondary vocational occupational programs.

In adopting this goal, the State Board affirms that vocational occupational education is a life-long and continuing process and that students move through the educational system gaining skills commensurate with their needs, interests and abilities.

There is a need to refine the present educational system to an articulated educational continuum which will help individuals to pursue a career without loss of money and duplication of energy and time. All educational institutions must recognize that a person gains valuable skills and knowledge as part of his/her life outside the traditional educational environment. Work experiences become invaluable in their impact on the formal educational process, and need to be recognized and evaluated by educational institutions toward awarding educational credit.

In an effort to provide direction for educators at all levels of education, the State Board has charged various members of the Department of Education with the responsibility for developing a comprehensive model for articulating vocational occupational programs. This charge is reflected in the first subgoal below. However, local educational agencies should not suspend present activities designed to articulate programs in anticipation of direction from the PDE.

The participants reviewed the regulations guiding the development of curricula. They also reviewed existing curriculum and the philosophical base from which the existing curricula was derived.

Workshop sessions allowed participants to work in small groups to explore ways of altering existing curricula to fit the need for the changing role to the practical nurse. The participants were to propose ways to develop the curriculum so that these changing roles became a part of and were included in the curriculum. Upon completion of the small group activities, all participants came together to examine, discuss and critique the plans developed in each group.

Both the Bethlehem and Butler workshops had presentations focusing on the functions of the regional offices in vocational planning and operation. Participants learned the role of the regional offices and how these offices can assist these teachers.

The third major part of the workshops were "mini-workshops." These mini-workhops looked at six common problems relating to revision of practical nursing curriculum. Each mini-workshop was given a specific problem situation and was asked to propose a plan to overcome or solve the problem.

I. Workshop-Situation A

The problem focused on in this mini-workshop was:

You have a health assistant program within your immediate local educational agency. How would you structure your curriculum with the secondary teacher(s) to develop a plan for articulation?

Participants suggested the following plan for articulation:

A. Close correlation of subject matter will be vital between the two programs. The depth of the material should be comparable. In those areas which are limited in health assistants, modules may be included or the student may be required to be present for lectures or other learning activities in those areas not covered in health assistant.

B. Standardization of health assistant material should include those minimum competencies which the student may elaborate upon with clinical instruction. Minimum functions would include: temperatures, pulse and respiration and taking blood pressures, bedmaking, baths--shampoo, feeding, elimination principles, body mechanics, patient observation, environment, height, weights and basic nutrition. Functioning and structure knowledge of the body as it relates to the required competencies is assumed.

II. Workshop-Situation B

The problem examined in this group was:

You have no collegiate program of nursing within commuting distance. How would you structure your curriculum so that graduates would have the opportunity for advanced placement into a program leading to an associate or baccalaureate degree?

The workshop participants suggested the following plan:

1. Surveying colleges to determine the number of hours required in the nursing program and the specific courses offered in the nursing curriculum.

2. Identifying the content of their own courses.
3. Writing objectives to identify specific concepts and subjects taught in their curriculum.
4. Identifying the total number of hours spent on each concept and subject.
5. Modifying existing curriculum to correlate with collegiate courses in course name and number of hours.
6. Pursuing philosophy, evaluating program objectives and course descriptions.

III. Workshop-Situation C

The problem focused on in this group was:

You have a collegiate program of nursing within commuting distance. How would you structure your curriculum to permit articulation with an associate or baccalaureate program in nursing?

The mini-workshop members felt the best course of action would be:

1. Check the courses offered at the community college to determine if these courses fit in with the practical nursing program and determine whether the objectives are similar.
2. Examine the probable cost to the student for taking additional courses at the community college.
3. Determine whether the clinical situation will be sufficient to meet the students' needs.
4. Check on funding or financial assistance available to students desiring college credits either prior to or following the practical nurse program.

5. Re-structure curriculum and modify course content, titles and hours so articulation can be easily made.

IV. Workshop-Situation D

The problem participants examined in this situation was:

In planning ways to finance Practical Nursing Education including scholarship for students, how does an articulated program affect resources available?

The participants responded thus:

1. Comprehensive Employment Training Act (CETA) trends could be utilized if articulated students qualify. However, articulating students may encounter difficulty in receiving CETA funding since they are not taking the entire 12 month program.
2. Students in Pennsylvania articulating into a higher level program might utilize Basic Equal Opportunity Grant.
3. The Governor's Discretionary Funds 2508.3 funding if affecting the quality of the program.
4. Work Incentive (WIN) for funds are available to the student.
5. Veterans Administration funds are available to the students who are qualified veterans.
6. National Association for Practical Nurse Educators Service (NAPNES) scholarships are available to articulating students.
7. Hospital scholarships are available.
8. Decreases total program income if H.A.P. students receive placement into semester II.
9. Nursing homes and health agencies are sponsoring some employees to up-grade the educational level.

10. Vocational Rehabilitation funds are available to qualifying students.

V. Workshop-Situation E

Workshop participants examined the following problem:

The five year State Plan for Vocational Education requires mainstreaming of handicapped and disadvantaged learners. How would you structure your curriculum in order to carry out this mandate?

Participants suggested the following:

1. Counseling effort by faculty:
   Explore with the student the real limitations of the handicap and how it will affect her/him in nursing.
2. Evaluate text books for various levels of readability, but equivalent content. Supply textbooks in primary language for students with English as second language. Supply English-Foreign Language Medical Dictionaires.
3. Construct Remedial Modules for each course, so student can work on the extra material at his own pace. Faculty should be available for remedial help.
4. Work with Community Resources as a back-up. For example:
   Adult Education for remedial help
   Easter Seal Society for obtaining a special stethoscope for hard of hearing, etc.
   Vocational Rehabilitation for getting special equipment for handicapped students.

VI. Workshop-Situation F

Participants examined the following problem:

You are a member of a faculty within which there is resistance to change. How would you develop a conceptional framework amendable to change?

The participants outlined the following plan:

1. Recognize the need for change.
2. Present a positive picture showing the advantages of change, compare and outweigh disadvantages.
3. Determine long-range goals with definite time limits.
4. Show a schedule of planning hours for faculty.
5. Form committee of all individuals involved.
6. Actively involve the most resistive members.
7. Proceed as planned.

CHAPTER III

FINDINGS AND ANALYSIS

Introduction

In an effort to evaluate the degrees to which the workshops met the previously set objectives and needs of the coordinators and teachers of the Practical Nursing programs, the participants of each workshop were asked to complete a questionnaire. These questionnaires dealt with assessing the relevancy and attainment of each day's specific objectives (presentations and activities), as well as the personal feelings of each participant in regards to the overall workshop presentation. The coordinators and faculty were also encouraged to provide evaluative input in their own words concerning the value of the workshop in satisfying their personal needs.

Participant Evaluation of Fall Coordinators' Workshop

This workshop was held in Danville, Pennsylvania on October 12, 13 and 14, 1977. The workshop was designed to give participants instruction on curriculum development, design and revision. The only prerequisite was that the participants must be an inservice practical nursing coordinator.

The purpose of the questionnaire was to determine how relevant and to what level workshop topics were attained for participants. The questionnaire also served to evaluate the workshop itself.

Data were collected using a structured questionnaire as well as open ended questions. The questionnaire developed for this study included 4 sections: (a) relevance and attainment of workshop topics (b) relevance and attainment of specific curriculum concepts (c) evaluation of the workshop, and (d) information concerning improvements for future workshops.

The data were collected by mailing the questionnaires to each workshop participant. Participants were requested to return the completed questionnaire in the self-addressed, stamped envelope which accompanied the questionnaire. Replies were anonymous.

Fifty-one questionnaires were mailed and thirty-two (63%) were returned. The results are presented as follows: (a) relevance and attainment of workshop topics (b) relevance and attainment of curriculum concepts (c) evaluation of the workshop, and (d) suggestions for improving the workshop.

Relevance and Attainment of Workshop Topics

Table 3.1 summarizes how relevant the participants found the workshop topics as well as the level participants felt they had attained the topics.

The areas which appear to have been the most relevant and important to the attendants were the topics dealing with views from the State Board of Nurse Examiners, Views from the Health Occupations Section and curriculum.

The results indicated that the participants felt the topics covered in the workshop were pertinent and felt they had adequately attained the information.

Relevance and Attainment of Curriculum Concepts

Table 3.2 illustrates how relevant the participants found the curriculum concepts and how well the participants felt they had attained each concept. An overwhelming majority of the participants found all

TABLE 3.1

Relevance and Attainment of Workshop Topics

	# of Responses	% of Total		# of Responses	% of Total
Wednesday					
Views from the State Board of Nurse Examiners					
Directly relevant	28	90	Adequately attained	26	87
Moderately relevant	2	7	Partially attained	3	10
Not relevant	1	3	Not attained	1	3
Total:	31	100%	Total:	30	100%
Views from the Health Occupations Section					
Directly relevant	25	81	Adequately attained	25	86
Moderately relevant	5	16	Partially attained	4	14
Not relevant	1	3	Not attained	0	0
Total:	31	100%	Total:	29	100%
Historical Overview of Practical Nursing Education					
Directly relevant	15	47	Adequately attained	18	62
Moderately relevant	11	34	Partially attained	9	31
Not relevant	6	19	Not attained	2	7
Total:	32	100%	Total:	29	100%
Thursday					
Curriculum Development in General					
Directly relevant	20	65	Adequately attained	18	60
Moderately relevant	10	32	Partially attained	12	40
Not relevant	1	3	Not attained	0	0
Total:	31	100%	Total:	30	100%

TABLE 3.1 (cont'd)

	# of Responses	% of Total		# of Responses	% of Total
Curriculum Approaches in Practical Nursing					
Directly relevant	21	70	Adequately attained	16	80
Moderately relevant	9	30	Partially attained	4	20
Not relevant	0	0	Not attained	0	0
Total:	30	100%	Total:	20	100%
Friday					
Curriculum Revision					
Directly relevant	17	85	Adequately attained	14	70
Moderately relevant	3	15	Partially attained	5	25
Not relevant	0	0	Not attained	1	5
Total:	30	100%	Total:	20	100%

the curriculum concepts covered to be directly relevant and felt that they had adequately attained the information in all the curriculum concepts areas.

The results indicated that the participants found all the concepts covered in curriculum portion of the workshop to be very relevant and felt they had adequately attained the information relating to each curriculum concept.

Evaluation of the Workshop

Table 3.3 presents a summary of the findings of the evaluation of the Fall Coordinators Workshop based on the response of the workshop participants to the survey questionnaire.

An overwhelming majority of the workshop participants (92%) found the workshop to be very worthwhile. Participants (77%) on the whole felt small group meetings were effectively incorporated into the workshop. A majority (90%) of the participants found the opportunity for discussion adequate and that it greatly helped the group's understanding of the topics presented. Seventy percent felt that as a participant they were very welcome to ask questions or seek additional help at any time.

Twenty-one (66%) of the participants responding to the questionnaire felt the amount of time spent on lecture was about right for the time of materials presented. Participants had varied opinions concerning the audio visual presentations. Forty-six percent maintained that the audio visual presentations were used with great effectiveness while 54% felt the audio visual presentations were not as effectively used as they might have been.

TABLE 3.2

Relevance and Attainment of Curriculum Concepts

	# of Responses	% of Total		# of Responses	% of Total
Curriculum					
Directly relevant	22	79	Adequately attained	19	70
Moderately relevant	6	21	Partially attained	8	30
Not relevant	0	0	Not attained	0	0
Total:	28	100%	Total:	27	100%
Program of Studies					
Directly relevant	20	74	Adequately attained	17	68
Moderately relevant	6	22	Partially attained	8	32
Not relevant	1	4	Not attained	0	0
Total:	27	100%	Total:	25	100%
Course Content					
Directly relevant	20	71	Adequately attained	17	68
Moderately relevant	7	25	Partially attained	8	32
Not relevant	1	4	Not attained	0	0
Total:	28	100%	Total:	25	100%
Planned Learning Experiences					
Directly relevant	20	84	Adequately attained	15	62
Moderately relevant	4	16	Partially attained	9	38
Not relevant	0	0	Not attained	0	0
Total:	24	100%	Total:	24	100%
"Hidden Curriculum" or "Invisible Curriculum"					
Directly relevant	20	74	Adequately attained	15	60
Moderately relevant	6	22	Partially attained	10	40
Not relevant	1	4	Not attained	0	0
Total:	27	100%	Total:	25	100%

TABLE 3.2 (cont'd)

	# of Responses	% of Total		# of Responses	% of Total
Curriculum Design					
Directly relevant	20	77	Adequately attained	14	58
Moderately relevant	6	23	Partially attained	10	42
Not relevant	0	0	Not attained	0	0
Total:	26	100%	Total:	24	100%
Curriculum Construction					
Directly relevant	21	77	Adequately attained	16	64
Moderately relevant	5	19	Partially attained	9	36
Not relevant	1	4	Not attained	0	0
Total:	27	100%	Total:	25	100%
Curriculum Development					
Directly relevant	22	79	Adequately attained	19	69
Moderately relevant	5	18	Partially attained	9	31
Not relevant	1	3	Not attained	0	0
Total:	28	100%	Total:	28	100%
Curriculum Implimentation					
Directly relevant	21	77	Adequately attained	16	64
Moderately relevant	6	23	Partially attained	9	36
Not relevant	0	0	Not attained	0	0
Total:	27	100%	Total:	25	100%
Curriculum Engineering					
Directly relevant	21	75	Adequately attained	16	62
Moderately relevant	6	21	Partially attained	9	35
Not relevant	1	4	Not attained	1	3
Total:	28	100%	Total:	26	100%

TABLE 3.2 (cont'd)

	# of Responses	% of Total		# of Responses	% of Total
Curriculum Improvement vs. Curriculum Change					
Directly relevant	20	63	Adequately attained	15	60
Moderately relevant	6	34	Partially attained	10	40
Not relevant	1	3	Not attained	0	0
Total:	27	100%	Total:	25	100%

Evaluation of the Workshop

TABLE 3.3

	# of Responses	% of Total
(1) Overall, the workshop was:		
very worthwhile	15	48
of some worth	14	44
of limited value	2	8
	31	100%
(2) The amount of time spent on lecture:		
too extensive	6	19
about right	21	66
inadequate	5	15
better spent on other activities	0	0
	32	100%
(3) Small group meetings:		
were effectively included	23	77
should have been included & were not	4	13
not necessary and not included	0	0
were included but ineffectively should be omitted	3	10
	30	100%
(4) Audiovisual presentations:		
used with great effectiveness	11	46
could have been more effective	13	54
were necessary/not used	0	0
were not necessary/not used	0	0
were relied upon too heavily	0	0
	24	100%
(5) Opportunity for discussion:		
was adequate and helpful	7	32
was limited but adequate	13	59
was inadequate	2	9
	22	100%
(6) On a whole, this workshop was:		
more effective than others	14	45
same as others	10	32
not as effective than others	4	13
first I've attended	3	10
	31	100%

TABLE 3.3 (cont'd)

	# of Responses	% of Total
(7) As a participant, I felt:		
welcome to ask questions anytime	21	70
welcome to ask questions when asked for	4	12
uneasy about asking questions	6	18
	31	100%
(8) I intend to implement what I learned:		
immediately	8	26
within next year	17	55
at future date/see no immediate need	5	16
never	1	3
	31	100%

Twenty-four (77%) participants found the workshop to be more effective than or similar to other workshops of its type they had attended. Eighty-one percent intended to implement methods or materials introduced in this workshop immediately or within the next year.

The following section presents the questions asked in order to seek ways to improve future workshops. Each question is followed by a summary of the comments made.

1. What part of the program was of most value to you as a Practical Nurse Coordinator?

Participants found meeting with other coordinators, discussing common problems and sharing solutions to be quite valuable. Many commented that the presentation by the State Board of Consultants was valuable. Other areas such as the 1985 resolution, curriculum approaches and revisions, the prepared bibliography, cross-referencing a curriculum and proper use of consultants were also named as providing valuable information.

2. What part of the program was of least value to you?

A majority of the workshop members found the program to be totally valuable. A few participants found the history of practical nursing education, group discussions and the defining of terminology to be of little value.

3. What topics would you like offered at the next workshop?

Participants suggested quite a variety of topics they would like information on. Those topics dealing specifically with evaluation were: evaluation tools, test construction, screening technique for applicants, evaluation of clinical experiences, and graduate and employer program evaluation form. Participants were also interested in staff administration, and motivation of staff and students. Other topics suggested were: utilization of advisory committee, teacher load, survey-analysis technique, nursing trends, continuing education, job descriptions, career ladders. Curriculum is another major area of interest. In relation to curriculum, participants suggested: curriculum development and content modular approach to teaching practical nursing content and arrangement of curriculum, program improvement, teaching methods, the evolving of performance objectives at all nursing levels, and records and record keeping. Participants asked for an explanation of such organizations as CETA, WIN, etc. and other sources of financial aid for practical nursing students. Participants also requested information pertaining to the legal aspects of practical nursing from a health agency viewpoint. Other concerns were: articulation, transection from public school programs to co-legiate courses and planning for the 1985 program.

4. What would you consider the single most important concept gained from this workshop?

Participants found such concepts as: the importance of organization in developing curriculum in order to have continuity from philosophy to implementation, dynamic nature of practical nursing education, curriculum development concepts, curriculum review and revision, identification of curriculum problems and awareness of a hidden curriculum, to be among the most important concepts gained from the workshop.

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

The majority of the workshop participants felt the workshop was useful and informative. Participants also found the workshop to be well planned and organized and felt it met their expectations.

Participants' Evaluation of Spring Coordinators' Workshop

This workshop was held in Danville, Pennsylvania on April 19-21, 1978. The workshop was designed to give participants information on National Trends and Issues in Practical Nursing. The only prerequisite was that workshop participants be inservice Practical Nursing Coordinators.

The purpose of the questionnaire was to determine how relevant and to what level workshop topics were attained for participants. The questionnaire also sought to evaluate the workshop itself.

Data were collected by means of a structured questionnaire as well as open-ended questions. The questionnaire developed for this study included 3 sections: (a) relevance and attainment of workshop topics (b) evaluation of the workshop, and (c) information concerning improvements for future workshops. Questionnaires were distributed during the last session of the workshop and were returned immediately after the session. Replies were anonymous. Thirty-seven questionniares were returned. The results are presented as follows: (a) relevance and attainment of workshop topics (b) evaluation of the workshop, and (c) information concerning improvements for future workshops.

Relevance and Attainment of Workshop Topics

Table 3.4 summarizes how relevant the participants found the workshop topics as well as the level participants felt they had attained the topics. The participants felt that all the topics were relevant

TALBE 3.4

Relevance and Attainment of Workshop Topics

	# of Responses	% of Total		# of Responses	% of Total
Wednesday					
Update, State Board of Nurse Examiners					
Directly relevant	33	100	Adequately attained	26	93
Moderately relevant	0	0	Partially attained	2	7
Not relevant	0	0	Not attained	0	0
Total:	33	100%	Total:	28	100%
CETA					
Directly relevant	24	73	Adequately attained	12	46
Moderately relevant	5	15	Partially attained	14	54
Not relevant	4	12	Not attained	0	0
Total:	33	100%	Total:	26	100%
Update, Bureau of Vocational Education, Health Occupations Education					
Directly relevant	28	88	Adequately attained	22	81
Moderately relevant	4	12	Partially attained	5	19
Not relevant	0	0	Not attained	0	0
Total:	32	100%	Total:	27	100%
hursday					
National Issues and Trends in Practical Nursing					
Directly relevant	23	100	Adequately attained	15	79
Moderately relevant	0	0	Partially attained	4	21
Not relevant	0	0	Not attained	0	0
Total:	23	100%	Total:	19	100%

TABLE 3.4 (cont'd)

	# of Responses	% of Total		# of Responses	% of Total
First Session (8:30 - 10:15)					
Directly relevant	33	100	Adequately attained	24	80
Moderately relevant	0	0	Partially attained	6	20
Not relevant	0	0	Not attained	0	0
Total:	33	100%	Total:	30	100%
Second Session (10:30 - 12:00)					
Directly relevant	27	87	Adequately attained	20	71
Moderately relevant	3	10	Partially attained	8	29
Not relevant	1	3	Not attained	0	0
Total:	31	100%	Total:	28	100%
Third Session (1:30 - 2:45)					
Directly relevant	22	69	Adequately attained	15	50
Moderately relevant	7	22	Partially attained	10	33
Not relevant	3	9	Not attained	5	17
Total:	32	100%	Total:	30	100%
Summary of Trends and Issues: Implications for Pennsylvania					
Directly relevant	22	73	Adequately attained	12	44
Moderately relevant	8	27	Partially attained	14	53
Not relevant	0	0	Not attained	1	3
Total:	30	100%	Total:	27	100%
Friday					
Regional Meetings					
Directly relevant	10	100	Adequately attained	8	100
Moderately relevant	0	0	Partially attained	0	0
Not relevant	0	0	Not attained	0	0
Total:	10	100%	Total:	8	100%

and important. An overwhelming majority of the topics were perceived as being adequately attained by a majority of the workshop members

Evaluation of the Workshop

Table 3.5 presents a summary of the findings of the evaluation of the responses of the workshop participants to the survey instrument.

A majority of the participants (64%) found the workshop to be very worthwhile overall. Ninety-one percent of the participants found the amount of time spent on lecture was about right. Participants, on the whole felt small group meetings were effectively included. Seventeen (74%) participants responded that audio visual presentations were not necessary and were not used. A majority (88%) of the respondents reviewed the opportunity for discussion as being adequate and helpful. Participants had varied opinions concerning the workshop. Thirty-nine percent responded that this workshop was more effective than others whereas 45% found the workshop to be the same as others they had attended. Participants (79%) felt welcome to ask questions anytime. Workshop members (87%) responded that they intend to implement what they learned at the workshop immediately or within the next year.

Suggestions for Improving Future Workshops

The following section presents the questions asked in order to seek ways for improving future workshops. Each question is followed by a summary of the comments made.

1. What part of the program was of most value to you as a Practical Nurse Coordinator?

Participants responded that they found the 1985 resolution on the future of practical nursing to be valuable. Many participants felt

Evaluation of the Workshop

TABLE 3.5

	# of Responses	% of Total
(1) Overall, the workshop was:		
very worthwhile	21	64
of some worth	11	33
of limited value	1	3
	33	100%
(2) The amount of time spent on lecture:		
too extensive	1	3
about right	30	91
inadequate	2	6
better spent on other activities	0	0
	33	100%
(3) Small group meetings:		
were effectively included	28	90
should have been included & were not	0	0
not necessary and not included	0	0
were included but ineffectively should be omitted	3	10
	31	100%
(4) Audiovisual presentations:		
used with great effectiveness	0	0
could have been more effective	0	0
were necessary/not used	6	26
were not necessary/not used	17	74
were relied upon too heavily	0	0
	23	100%
(5) Opportunity for discussion:		
was adequate and helpful	29	88
was limited but adequate	4	12
was inadequate	0	0
	33	100%
(6) On a whole, this workshop was:		
more effective than others	13	39
same as others	15	45
not as effective as others	2	6
first I've attended	3	10
	33	100%

TABLE 3.5 (cont'd)

	# of Responses	% of Total
(7) As a participant, I felt:		
welcome to ask questions anytime	26	79
welcome to ask questions when asked for	7	21
uneast about asking questions	0	0
	33	100%
(8) I intend to implement what I learned:		
immediately	17	53
within next year	11	34
at future date/see no immediate need	4	13
never	0	0
	32	100%

Briefly answer the following questions. Please be as specific so that your answers will help us design future workshops.

1. What part of the Program was of most value to you as a Practical Nurse Coordinator?

2. What part of the Program was of least value to you?

3. What topics would you like offered at the next workshop?

4. What would you consider the single most important concept gained from this workshop?

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

the updates from the State Board and Bureau of Vocational Education to be of the most value. Workshop members also found the national trends presentation to be of value as well as the CETA presentation.

2. What part of the program was of least value to you?

Respondents replied that all parts of the program were valuable and relevant.

3. What topics would you like offered at the next workshop?

Participants suggested a variety of topics to be offered at the next workshop. A listing of these topics includes: legislative updates and lobbying, evaluation, competency based education, CETA update, trends in practical nursing, budget planning, faculty development methods, admissions procedures and graduate surveys.

4. What would you consider the single most important concept gained from this workshop?

The workshop members, on the whole, found the single most important concept gained from the workshop was that as Practical Nursing Coordinators, they can and should do all that is possible to counteract the 1985 resolution and to insure the future of the Practical Nurse.

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

Workshop members described the workshop as being motivational, effective, worthwhile, and informative. Participants felt the overall workshop was useful and excellent.

The Evaluation of the Three Practical Nursing Teachers' Workshop

These 3 workshops were held in Danville, Pennsylvania on March 21-23, 1978, in Bethlehem, Pennsylvania on March 29-31, 1978 and in

Butler, Pennsylvania on April 5-8, 1978. The workshops were designed to give participants instruction on curriculum development, design and revision. The only prerequisite was that the participants must be an inservice practical nursing teacher or coordinator.

The purpose of the questionnaire was to determine how relevant and to what extent workshop topics were attained for participants. The questionnaire also sought to evaluate the workshops themselves.

Data were collected by means of a structured questionnaire, as well as open-ended questions. Questionnaires were distributed to workshop members during the last workshop session and were returned immediately after this session. Replies were anonymous. The results of each workshop is presented individually and are reported in the following categories: (a) relevance and attainment of workshop topics (b) evaluation of the workshop, and (c) information concerning improvements for future workshops.

Practical Nursing Curriculum Development Workshop

Danville, Pennsylvania, March 21-23, 1978.

Thirty-four completed questionnaires were returned for tabulation.

Relevance and Attainment for Workshop Topics

Table 3.6 illustrates how relevant the participants found the workshop topics as well as the level the participants felt they had attained in the mastery of each topic. The participants seemed to find all the workshop topics except, mainstreaming handicapped and disadvantaged learners in practical nursing programs, relevant. The questionnaire results indicated that the workshop attendants felt the

TABLE 3.6

Relevance and Attainment of Workshop Topics

	# of Responses	% of Total		# of Responses	% of Total
Tuesday					
Operational Design					
Directly relevant	19	59	Adequately attained	17	57
Moderately relevant	13	41	Partially attained	12	40
Not relevant	0	0	Not attained	1	3
Total:	32	100%	Total:	30	100%
Mainstreaming Handicapped and Disadvantaged Learners					
Directly relevant	9	28	Adequately attained	12	39
Moderately relevant	17	53	Partially attained	13	42
Not relevant	6	19	Not attained	6	19
Total:	32	100%	Total:	31	100%
Need for Change in Health System and Need to Examine Curricula for Career Mobility					
Directly relevant	25	81	Adequately attained	22	71
Moderately relevant	5	16	Partially attained	9	29
Not relevant	1	3	Not attained	0	0
Total:	31	100%	Total:	31	100%
Group Sessions					
Directly relevant	25	74	Adequately attained	19	62
Moderately relevant	9	26	Partially attained	10	32
Not relevant	0	0	Not attained	2	6
Total:	34	100%	Total:	31	100%

TABLE 3.6 (cont'd)

	# of Responses	% of Total		# of Responses	% of Total
Wednesday					
Communication Channels					
Directly relevant	21	77	Adequately attained	14	56
Moderately relevant	5	19	Partially attained	6	24
Not relevant	1	4	Not attained	5	20
Total:	27	100%	Total:	25	100%
Regulations Guiding the Development of Curricula					
Directly relevant	23	68	Adequately attained	21	68
Moderately relevant	11	32	Partially attained	9	29
Not relevant	0	0	Not attained	1	3
Total:	34	100%	Total:	31	100%
Workshop Sessions - Situation Analysis					
Directly relevant	24	71	Adequately attained	17	55
Moderately relevant	9	26	Partially attained	13	42
Not relevant	1	3	Not attained	1	3
Total:	34	100%	Total:	31	100%
Thursday					
Examination of Proposed Curricula Development					
Directly relevant	23	68	Adequately attained	22	69
Moderately relevant	11	32	Partially attained	9	28
Not relevant	0	0	Not attained	1	3
Total:	34	100%	Total:	32	100%

TABLE 3.6 (cont'd)

	# of Responses	% of Total		# of Responses	% of Total
Responsibilities for Project Completion					
Directly relevant	19	61	Adequately attained	13	48
Moderately relevant	8	26	Partially attained	12	45
Not relevant	4	13	Not attained	2	7
Total:	31	100%	Total:	27	100%

topics were pertinent and felt they had adequately attained a majority of the information.

Evaluation of the Workshop

Table 3.7 summarizes the findings of the evaluation of the Danville workshop based on the workshop participants responses to the survey questionnaire.

One-hundred percent of the participants found the workshop to be a worthwhile experience. An overwhelming majority (88%) of the participants felt the amount of time spent on lecture was about right for the material presented. All participants (100%) found the small group meetings were effectively incorporated into the workshop. A majority (50%) of the participants thought the audio visual presentations were used with great effectiveness. Thirty (91%) workshop attendants found the opportunity for discussion to be adequate and a great help to the groups understanding of topics presented.

A majority (52%) of the workshop members found the workshop to be more effective than others they had attended. Thirty-three percent had never attended a workshop of this type before. An overwhelming majority (82%) of the participants felt very welcome to ask questions or seek additional help at any time. Seventy-one percent of the participants intended to implement methods or materials introduced in this workshop immediately or within the next year.

Suggestions for Improving Future Workshops

The following section presents the questions asked in order to seek ways to improve future workshops. Each question is followed by a summary of the comments made.

Evaluation of the Workshop

TABLE 3.7

	# of Responses	% of Total
(1) Overall, the workshop was:		
very worthwhile	17	50
of some worth	17	50
of limited value	0	0
	34	100%
(2) The amount of time spent on lecutre:		
too extensive	4	12
about right	29	88
inadequate	0	0
better spent on other activities	0	0
	33	100%
(3) Small group meetings:		
were effectively included	34	100
should have been included & were not	0	0
not necessary and not included	0	0
were included but ineffectively should be omitted	0	0
	34	100%
(4) Audiovisual presentations:		
used with great effectiveness	15	50
could have been more effective	6	20
were necessary/not used	0	0
were not necessary/not used	9	30
were relied upon too heavily	0	0
	30	100%
(5) Opportunity for discussion:		
was adequate and helpful	30	91
was limited but adequate	3	9
was inadequate	0	0
	33	100%
(6) On a whole, this workshop was:		
more effective than others	17	52
same as others	5	15
not as effective as others	0	0
first I've attended	11	33
	33	100%

TABLE 3.7 (cont'd)

	# of Responses	% of Total
(7) As a participant, I felt:		
welcome to ask questions anytime	28	82
welcome to ask questions when asked for	5	15
uneasy about asking questions	1	3
	34	100%
(8) I intend to implement what I learned:		
immediately	8	26
within next year	14	45
at future date/see no immediate need	9	29
never	0	0
	31	100%

1. What part of the program was of most value to you as a Practical Nurse Coordinator?

Workshop participants found several things to be valuable to them. Many found the interaction of others to be of value. The participants enjoyed the opportunity to become acquainted with the other instructors and exchange ideas. Other participants found mainstreaming and the need for changing curriculum to enhance curriculum to be of value.

2. What part of the program was of least value to you?

Participants named mainstreaming, budgeting and funding as being of the least value to them.

3. What topics would you like offered at the next workshop?

Participants named a wide array of topics which they would like offered at the next workshop. These topics included: evaluation-sample tests, writing behavioral objectives, modular teaching, curriculum revision and mechanics, a comparison of teaching methods, development of articulation guidelines and ways to make lessons more interesting.

4. What would you consider the single most important concept gained from this workshop?

Some participants considered the need for articulation and career development and mobility to be important concepts. Other participants found mainstreaming, articulation, cooperation and necessity of core materials to be of value. The development of realistic exit requirements and student success were found to be most important to some participants.

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

Participants discussed the workshop to be well coordinated, implemented, worthwhile and useful. Participants also found the overall workshop to be informative and interesting.

Practical Nursing Curriculum Development Workshop

Bethlehem, Pennsylvania, March 29-31, 1978.

Fifty-five completed questionnaires were returned for tabulation.

Relevance and Attainment of Workshop Topics

Table 3.8 summarizes how relevant the participants found the workshop topics as well as the level the participants felt they had attained in the mastery of each topic. The participants seemed to find all the workshop topics relevant. The questionnaire results indicated that the workshop participants found the topics to be pertinent and felt they had adequately attained a majority of the information.

Evaluation of the Workshop

Table 3.9 illustrates the findings of the evaluation of the Bethlehem workshop based on the workshop participants responses to the survey questionnaire.

Ninety-six percent of the participants found the workshop to be a worthwhile experience. Eighty-three percent of the participants felt the amount of time spent on lecture was about right for the material presented. An overwhelming majority (96%) found the small group

TABLE 3.8

Relevance and Attainment of Workshop Topics

	# of Responses	% of Total		# of Responses	% of Total
Wednesday					
Role of Regional Vocational Office in Curriculum Improvement					
Directly relevant	23	48	Adequately attained	31	66
Moderately relevant	18	38	Partially attained	13	28
Not relevant	7	14	Not attained	3	6
Total:	48	100%	Total:	47	100%
Communication Channels					
Directly relevant	43	86	Adequately attained	39	81
Moderately relevant	6	12	Partially attained	7	15
Not relevant	1	2	Not attained	2	4
Total:	50	100%	Total:	48	100%
Preparation for Mini Workshop					
Directly relevant	33	73	Adequately attained	36	80
Moderately relevant	12	27	Partially attained	8	18
Not relevant	0	0	Not attained	1	2
Total:	45	100%	Total:	45	100%
Mainstreaming Handicapped and Disadvantaged Learners					
Directly relevant	37	70	Adequately attained	26	57
Moderately relevant	15	28	Partially attained	15	33
Not relevant	1	2	Not attained	5	10
Total:	53	100%	Total:	46	100%

TABLE 3.8 (cont'd)

	# of Responses	% of Total		# of Responses	% of Total
Mini Workshop					
Directly relevant	24	66	Adequately attained	19	59
Moderately relevant	12	34	Partially attained	13	41
Not relevant	0	0	Not attained	0	0
Total:	36	100%	Total:	32	100%
Thursday					
Need for Change in Health System and Need to Examine Curriculua for Career Mobility					
Directly relevant	44	85	Adequately attained	45	85
Moderately relevant	7	13	Partially attained	8	15
Not relevant	1	2	Not attained	0	0
Total:	52	100%	Total:	53	100%
Regulations Guiding the Development of Curriculua					
Directly relevant	37	73	Adequately attained	37	73
Moderately relevant	14	27	Partially attained	13	25
Not relevant	0	0	Not attained	1	2
Total:	51	100%	Total:	51	100%
Workshop Sessions - Situation Analysis					
Directly relevant	35	71	Adequately attained	33	66
Moderately relevant	14	29	Partially attained	17	34
Not relevant	0	0	Not attained	0	0
Total:	49	100%	Total:	50	100%

TABLE 3.8 (cont'd)

Friday

Examination of Proposed Curricula Development

	# of Responses	% of Total		# of Responses	% of Total
Directly relevant	32	64	Adequately attained	36	70
Moderately relevant	18	36	Partially attained	15	30
Not relevant	0	0	Not attained	0	0
Total:	50	100%	Total:	51	100%

meetings were effectively incorporated into the workshop. Forty-nine percent of the participants found the audio visual presentations were used with great effectiveness, while forty-five percent felt these audio visual presentations were not as effectively used as they might have been.

Forty-three (78%) of the participants found the opportunity for discussion to be adequate and of a great help to the groups understanding of topics presented. For a majority (49%) of the participants this was the first workshop of this particular type they had attended. Of the remaining participants, 29% felt the workshop was more effective than others they had attended. A majority (82%) of the participants felt very welcome to ask questions or seek additional help at any time. Eighty-six percent of the workshop attendants planned to implement methods or materials introduced in this workshop immediately or within the next year.

Suggestions for Improving Future Workshops

The following section presents the questions asked in order to determine methods to improve future workshops. Each question is followed by a summary of the comments made.

1. What part of the program was of most value to you as a Practical Nurse Coordinator?

The participants found several things to be of the most value to them. Such things as funding for students, mainstreaming, articulation, rationale of change in curriculum and the opportunity to interact with other faculty members were named.

2. What part of the program was of least value to you?

Participants named mainstreaming and budgeting as being of least value to them.

3. What topics would you like offered at the next workshop?

Participants suggested the following topics: curriculum planning, course outlines, values clarification, competency-based-education, communication channels, evaluation, articulation, legal aspects, and post graduate program evaluation.

4. What would you consider the single most important concept gained from this workshop?

Participants found many concepts to be important. These concepts named were: attrition, advanced placement, curriculum development and revision, articulation and career mobility. Participants also thought that an awareness of change must occur in practical nursing in order to remain up-to-date in the field of medicine.

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

Participants found the workshop to be valuable as a base for future work. The participants found the workshop to be very informative and enlightening.

Practical Nursing Curriculum Development Workshop

Butler, Pennsylvania, April 5-7, 1978.

Thirty-seven completed questionnaires were returned for tabulation.

Relevance and Attainment of Workshop Topics

Table 3.10 summarizes how relevant the participants found the

Evaluation of the Workshop

TABLE 3.9

	# of Responses	% of Total
(1) Overall, the workshop was:		
very worthwhile	19	37
of some worth	30	59
of limited value	2	4
	51	100%
(2) The amount of time spent on lecture:		
too extensive	7	13
about right	44	83
inadequate	0	0
better spent on other activities	2	4
	53	100%
(3) Small group meetings:		
were effectively included	49	96
should have been included & were not	0	0
not necessary and not included	0	0
were included but ineffectively should be omitted	2	4
	51	100%
(4) Audiovisual presentations:		
used with great effectiveness	24	49
could have been more effective	22	42
were necessary/not used	1	2
were not necessary/not used	1	2
were relied upon too heavily	1	2
	49	100%
(5) Opportunity for discussion:		
was adequate and helpful	43	78
was limited but adequate	9	16
was inadequate	3	6
	55	100%
(6) On a whole, this workshop was:		
more effective than others	16	29
same as others	11	20
not as effective as others	1	2
first I've attended	27	49
	55	100%

TABLE 3.9 (cont'd)

	# of REsponses	% of Total
(7) As a participant, I felt:		
welcome to ask questions anytime	45	82
welcome to ask questions when asked for	8	15
uneasy about asking questions	2	3
	55	100%
(8) I intend to implement what I learned:		
immediately	8	19
within next year	28	67
at future date/see no immediate need	6	14
never	0	0
	42	100%

workshop topics as well as the level the participants felt they had attained in the mastery of each topic. The participants seemed to find all the workshop topics except, mainstreaming handicapped and disadvantaged learners in practical nursing programs, relevant. The questionnaire results indicated that the workshop attendants felt the topics were relevant and felt they had adequately attained a majority of the information.

Evaluation of the Workshop

Table 3.11 illustrates the findings of the evaluation of the Butler workshop based on the workshop participants responses to the survey questionnaire.

Thirty-three percent of the workshop participants thought the overall workshop was very worthwhile while 54% found the workshop to be of some worth. A majority (81%) of the workshop participants felt the amount of time spent on lecture was about right. Ninety-one percent of the participants found the small group meetings to be included effectively. Thirteen (37%) felt the audio visual presentations were used with great effectiveness while sixty percent felt the audio visual presentations could have been more effective.

An overwhelming majority (86%) of the participants found the opportunity for discussion was adequate and helpful. Participants on the whole (72%) thought this workshop was more effective than or the same as others they had attended. A majority (89%) of the workshop participants felt welcome to ask questions or seek additional help at any time. Eighty-eight percent of the participants responded that they intend to implement what was learned at the workshop immediately or within the next year.

TABLE 3.10

Relevance and Attainment of Workshop Topics

	# of Responses	% of Total		# of Responses	% of Total
Wednesday					
Functions of the Regional Office in Vocational Planning & Operation					
Directly relevant	22	60	Adequately attained	22	67
Moderately relevant	15	40	Partially attained	11	33
Not relevant	0	0	Not attained	0	0
Total:	37	100%	Total:	33	100%
Curriculum Design in Three Area Programs					
Directly relevant	21	57	Adequately attained	18	53
Moderately relevant	15	40	Partially attained	14	41
Not relevant	1	3	Not attained	2	6
Total:	37	100%	Total:	34	100%
Mainstreaming Handicapped and Disadvantaged Learners					
Directly relevant	5	14	Adequately attained	16	47
Moderately relevant	21	60	Partially attained	11	32
Not relevant	9	26	Not attained	7	21
Total:	35	100%	Total:	34	100%
Thursday					
Need for Change in Health Systems and Need to Examine Curriculum for Career Mobility					
Directly relevant	34	92	Adequately attained	30	83
Moderately relevant	3	8	Partially attained	6	17
Not relevant	0	0	Not attained	0	0
Total:	37	100%	Total:	36	100%

TABLE 3.10 (cont'd)

	# of Responses	% of Total		# of Responses	% of Total
Group Work Sessions					
Directly relevant	26	70	Adequately attained	20	54
Moderately relevant	11	30	Partially attained	15	41
Not relevant	0	0	Not attained	2	5
Total:	37	100%	Total:	37	100%
Friday					
Examination of Proposed Curricula Development					
Directly relevant	26	70	Adequately attained	11	31
Moderately relevant	11	30	Partially attained	22	61
Not relevant	0	0	Not attained	3	8
Total:	37	100%	Total	36	100%

Evaluation of the Workshop

TABLE 3.11

	# of Responses	% of Total
(1) Overall, the workshop was:		
very worthwhile	12	33
of some worth	20	54
of limited value	5	13
	37	100%
(2) The amount of time spent on lecture:		
too extensive	0	0
about right	30	81
inadequate	6	16
better spent on other activities	1	3
	37	100%
(3) Small group meetings:		
were effectively included	31	91
should have been included & were not	0	0
not necessary and not included	1	3
were included but ineffectively should be omitted	2	6
	34	100%
(4) Audiovisual presentations:		
used with great effectiveness	13	37
could have been more effective	21	60
were necessary/not used	0	0
were not necessary/not used	0	0
were relied upon too heavily	1	3
	35	100%
(5) Opportunity for discussion:		
was adequate and helpful	32	86
was limited but adequate	2	5
was inadequate	3	9
	37	100%
(6) On a whole, this workshop was:		
more effective than others	17	46
same as others	10	26
not as effective as others	5	14
first I've attended	5	14
	37	100%

TABLE 3.11 (cont'd)

	# of Responses	% of Total
(7) As a participant, I felt:		
welcome to ask questions anytime	33	89
welcome to ask questions when asked for	4	11
uneasy about asking questions	0	0
	37	100%
(8) I intend to implement what I learned:		
immediately	10	30
within next year	19	58
at future date/see no immediate need	1	3
never	3	9
	33	100%

Suggestions for Improving Future Workshops

The following section presents the questions asked in order to seek ways to improve future workshops. Each question is followed by a summary of the comments made.

1. What part of the program was of most value to you as a Practical Nurse instructor?

Participants felt conversing with other practical nursing instructors, sharing ideas about curriculum, absenteeism, tutoring and supervision was valuable. Participants also felt actually preparing a course outline based on philosophy and reviewing texts and curricula of other programs was of great value.

2. What part of the program was of least value to you?

Participants named mainstreaming and group sessions as being of least value to them as practical nursing instructors.

3. What topics would you like offered at the next workshop?

Participants suggest quite a few topics to be offered at future workshops. The topics suggested include: team-teaching legality, writing behavioral objectives, development of a core curriculum, counseling, evaluation, advanced placement criteria, textbook selection and evaluation, 1985 proposal, career ladder and student leadership development.

4. What would you consider the single most important concept gained from this workshop?

Workshop members named three concepts as being the most important conceps, these were: (a) importance of cooperation and agreement of all faculty members in instruction, development of objectives, course outlines and their implementation (b) preparation of objectives and actually fitting them into a course outline, and (c) recognizing changes in curriculum and nursing and necessity to continually revise curriculum

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

Participants commented that the workshop was useful, enjoyable and helped to clarify certain points.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Five statewide workshops for coordinators and teachers of practical nursing were conducted to:

1. Provide-to-date information relevant to practical nursing.
2. Provide continuity of effort in practical nursing programs throughout Pennsylvania.
3. Strengthen practical nursing programs in Pennsylvania by providing leadership in course design and guidelines for new and emerging clinical experiences.
4. Provide teachers and coordinators with inservice techniques for improving their teaching activity.

The Fall Practical Nursing Coordinators workshop was divided into two major segments for the participants to achieve the stated goals. The first segment provided information concerning the current activities and interests of the State Board of Nurse Examiners. The second major segment focused on the various aspects of curriculum.

The Spring Practical Nursing Coordinators Workshop was divided into three major segments. The first segment provided an update of current activities and interest of the State Board of Nurse Examiners and the Bureau of Vocational Education-Health Occupations Education. A session on CETA was the second major topic. The third major segment was devoted to National Issues and Trends in Practical Nursing. Workshop members were divided into groups to discuss the issues and formulate a plan of action.

Three practical nursing teachers' workshops were held in Spring, 1978. The workshops covered basically the same information. The workshops focused on three major topics. The first topic focused on mainstreaming of the handicapped and disadvantaged students. The second major topic presented several aspects of curriculum and the final part of the workshops were "mini-workshops." These "mini-workshops" looked at common problems relating to practical nursing curriculum revision.

Workshop participants, from all workshops, found the workshops to be useful and interesting. On the whole, workshop members felt the topics covered in the workshops were relevant and that they had attained the information. Participants suggest many important topics for inlcusion in future workshops.

Recommendations

Based upon the participants expressed future needs and the findings of this project, the following recommendations are made for future inservice activities for practical nurse teachers and coordinators.

1. A course be developed covering appropriate topics of "Legal Aspects of Health Occupations Education" and presented on a continuing bases throughout Pennsylvania.
2. A long-term program be implemented to meet the inservice needs of Practical Nurse Coordinators and teachers in the area of improvement of instruction--curriculum development, improvement, evaluation, articulation, and delivery systems.

3. A series of workshops and courses be presented for Practical Nurse Coordinators and teachers in the areas of: staff development, motivation, survey-analysis techniques, job descriptions, career ladders and mobility, modular teaching, teaching methods, writing objectives, funding, curriculum revision, values clarification, content outlines, competency based education, communication channels, counseling, textbook selection, student leadership development and team-teaching.

APPENDIX A

EVALUATION INSTRUMENT AND SELECTED MATERIALS UTILIZED AT THE COORDINATORS OF PRACTICAL NURSING WORKSHOPS

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

January 31, 1978

Dear Coordinator:

In order to evaluate the success of the 1977 Fall Workshop for Coordinators of Practical Nursing and aid in planning future workshops, you are respectfully requested to complete the enclosed evaluation survey and return to me by February 15, 1978.

The results of this evaluation will aid the Bureau of Vocational Education and the Division of Occupational and Vocational Studies in planning activities for future workshops.

Thank you for taking time from your busy schedule to answer the evaluation survey.

Sincerely,

F. Marvin Hole

F. Marvin Hole, Ed.D
Assistant Professor of
Vocational Education

FMH/sra

Enclosure

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8383

Fall Workshop
Coordinators of Practical Nursing
Sheraton Inn, Danville, PA
October 12-14, 1977

Your evaluation of our services helps us design future workshop training which is effective and relevant to your needs. Therefore, please be as honest and as specific as you can in answering the following questions. Your comments will in turn, help design your future workshops. Thank you!

INSTRUCTIONS: Listed below are the titles of each session. In the space provided, indicate relevance and attainment by placing an X in the appropriate box.

RELEVANCE	ATTAINMENT
A. Was directly relevant.	A. Was adequately attained.
B. Was moderately relevant to my needs.	B. Was partially attained.
C. Was NOT relevant to my need.	C. Was NOT attained.

Titles	Relevance			Attainment		
Wednesday	A	B	C	A	B	C
1. Views from the State Board of Nurse Examiners	☐	☐	☐	☐	☐	☐
2. Views from the Health Occupations Section	☐	☐	☐	☐	☐	☐
3. Historical Overview of Practical Nursing Education	☐	☐	☐	☐	☐	☐
Thursday						
1. Curriculum Development in General	☐	☐	☐	☐	☐	☐
2. Curriculum Approaches in Practical Nursing	☐	☐	☐	☐	☐	☐
Friday						
1. Curriculum Revision	☐	☐	☐	☐	☐	☐

For those sessions which seemed irrelevant or were not fully attained, please offer any suggestions for improvement.

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INSTRUCTIONS: Listed below are some concepts covered in the three Curriculum Workshops. In the space provided, indicate relevance and attainment by placing an X in the appropriate box.

RELEVANCE	ATTAINMENT
A. Was directly relevant.	A. Was adequately attained.
B. Was moderately relevant to my needs.	B. Was partially attained.
C. Was NOT relevant to my need.	C. Was NOT attained.

Concepts	Relevance			Attainment		
	A	B	C	A	B	C
1. Curriculum	☐	☐	☐	☐	☐	☐
2. Program of Studies	☐	☐	☐	☐	☐	☐
3. Course Content	☐	☐	☐	☐	☐	☐
4. Planned Learning Experience	☐	☐	☐	☐	☐	☐
5. "Hidden Curriculum" or "Invisible Curriculum"	☐	☐	☐	☐	☐	☐
6. Curriculum Design	☐	☐	☐	☐	☐	☐
7. Curriculum Construction	☐	☐	☐	☐	☐	☐
8. Curriculum Development	☐	☐	☐	☐	☐	☐
9. Curriculum Implementation	☐	☐	☐	☐	☐	☐
10. Curriculum Engineering	☐	☐	☐	☐	☐	☐
11. Curriculum Improvement Versus Curriculum Change	☐	☐	☐	☐	☐	☐

For those concepts which seemed irrelevant or were not fully attained, please offer any suggestions for improvement.

Check each statement below which expressed your feelings about the workshop. In some cases, you may wish to check more than one answer per question.

1. Overall, the workshop was:

___ Very worthwhile in terms of answering my immediate needs.
___ A worthwhile experience, through some of my immediate needs were not met.
___ Of limited value.
___ Comments: ________________________

2. The amount of time spent on lecture:

___ Was too extensive.
___ Was about right for the material presented.
___ Was inadequate for the kind of materials presented.
___ Could better have been spent on other activities.
___ Comments: ________________________

3. Small group meetings:

___ Were effectively incorporated into the workshop.
___ Should have been included, but were not.
___ Were not necessary and were not included.
___ Added nothing to workshop effectiveness and should have been omitted.
___ Comments: ________________________

4. Audiovisual presentations:

___ Were used with great effectiveness.
___ Were not as effectively used as they might have been.
___ Were not used, but would have been helpful.
___ Were not necessary for this workshop and were not used.
___ Were relied upon too heavily.
___ Comments: ________________________

5. Opportunity for discussion:

___ Was adequate and greatly helped the group's understanding of topics presented.
___ Was limited, but adequate for purposes.
___ Was inadequate.
___ Comments: ________________________

6. On the whole, this workshop was:

___ More effective than others I've attended.
___ Similar to others of its type I've attended.
___ Not as effective as others.
___ This is the first workshop of this type I've attended.
___ Comments: ________________________

7. As a participant, I felt:

___ Very welcome to ask questions or seek additional help at any time.
___ Welcome to ask questions when they were asked for.
___ Somewhat uneasy about asking questions.
___ Comments: ________________________

8. I intend to implement methods or materials introduced in this workshop

___ Immediately.
___ Within the next year.
___ At some future date, though I can foresee no immediate use for them.
___ Never.
___ Comments: ________________________

Briefly answer the following questions. Please be as specific so that your answers will help us design future workshops.

1. What part of the Program was of most value to you as a Practical Nurse Coordinator?

2. What part of the Program was of least value to you?

3. What topics would you like offered at the next workshop?

4. What would you consider the single most important concept gained from this workshop?

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

The Pennsylvania State University
Division of Occupational and Vocational Studies
Coordinators of Practical Nursing
April 19-21, 1978

Your evaluation of our services helps us design future workshop training which is effective and relevant to your needs. Therefore, please be as honest and as specific as you can in answering the following questions. Your comments will in turn, help design your future workshops. Thank you!

INSTRUCTIONS: Listed below are the titles of each session. In the space provided, indicate relevance and attainment by placing an X in the appropriate box.

RELEVANCE		ATTAINMENT	
A.	Was directly relevant.	A.	Was adequately attained.
B.	Was moderately relevant to my needs.	B.	Was partially attained.
C.	Was NOT relevant to my need.	C.	Was NOT attained.

Titles	Relevance			Attainment		
Wednesday	A	B	C	A	B	C
1. Update, State Board of Nurse Examiners	☐	☐	☐	☐	☐	☐
2. CETA	☐	☐	☐	☐	☐	☐
3. Update, Bureau of Vocational Education-Health Occupations Education	☐	☐	☐	☐	☐	☐
Thursday						
1. National Issues and Trends in Practical Nursing	☐	☐	☐	☐	☐	☐
a. First Session (8:30-10:15)	☐	☐	☐	☐	☐	☐
b. Second Session (10:30-12:00)	☐	☐	☐	☐	☐	☐
c. Third Session (1:30-2:45)	☐	☐	☐	☐	☐	☐
2. Summary of Trends and Issues: Implications for Pennsylvania	☐	☐	☐	☐	☐	☐
Friday						
1. Regional Meetings	☐	☐	☐	☐	☐	☐

For those sessions which seemed irrelevant or were not fully attained, please offer any suggestions for improvement.

Check each statement below which expressed your feelings about the workshop. In some cases, you may wish to check more than one answer per question.

1. Overall, the workshop was:

___ Very worthwhile in terms of answering my immediate needs.
___ A worthwhile experience, through some of my immediate needs were not met.
___ Of limited value.
___ Comments: ______________________

2. The amount of time spent on lecture:

___ Was too extensive.
___ Was about right for the material presented.
___ Was inadequate for the kind of materials presented.
___ Could better have been spent on other activities.
___ Comments: ______________________

3. Small group meetings:

___ Were effectively incorporated into the workshop.
___ Should have been included, but were not.
___ Were not necessary and were not included.
___ Added nothing to workshop effectiveness and should have been omitted.
___ Comments: ______________________

4. Audiovisual presentations:

___ Were used with great effectiveness.
___ Were not as effectively used as they might have been.
___ Were not used, but would have been helpful.
___ Were not necessary for this workshop and were not used.
___ Were relied upon too heavily.
___ Comments: ______________________

5. Opportunity for discussion:

___ Was adequate and greatly helped the group's understanding of topics presented.
___ Was limited, but adequate for purposes.
___ Was inadequate.
___ Comments: ______________________

6. On the whole, this workshop was:

___ More effective than others I've attended.
___ Similar to others of its type I've attended.
___ Not as effective as others.
___ This is the first workshop of this type I've attended.
___ Comments: ______________________

7. As a participant, I felt:

___ Very welcome to ask questions or seek additional help at any time.
___ Welcome to ask questions when they were asked for.
___ Somewhat uneasy about asking questions.
___ Comments: ______________________

8. I intend to implement methods or materials introduced in this workshop

___ Immediately.
___ Within the next year.
___ At some future date, though I can foresee no immediate use for them.
___ Never.
___ Comments: ______________________

Briefly answer the following questions. Please be as specific so that your answers will help us design future workshops.

1. What part of the Program was of most value to you as a Practical Nurse Coordinator?

2. What part of the Program was of least value to you?

3. What topics would you like offered at the next workshop?

4. What would you consider the single most important concept gained from this workshop?

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

PREDICTED NURSE BEHAVIORS AND CONTENT BASED ON FACTORS INFLUENCING NURSING AND THEORETICAL FRAMEWORK COMMITMENTS*

Political factors influencing nursing	Theoretical framework implications	Requisite behaviors	Requisite content
Increasing governmental control over all aspects of life: 1. Industry and business 2. Regulation of individual activity 3. Responsible for disabled family member 4. Support of health agencies and increased control, e.g., insurance standards of care, education, and training of workers; larger more efficient health care systems with flexible and mobile subsystems	1. Nurses assess health needs of communities and work within political and agency structures, use appropriate channels and valid principles to meet health needs of the people and/or make changes 2. Nurses become involved in activities that influence social and environmental conditions affecting health 3. Through effective participation as a citizen, nurses influence the direction of social change 4. Nurses participate in the delivery of health services in a multiplicity of environments 5. Curriculum changes will meet legal and accreditation requirements	1. Able to identify own role in system and function in that role 2. Interpret law regarding prepaid insurance for patient's use 3. Aware of government regulations and work within them or work within system for changes 4. Use resources for money, consultation, and information 5. Evaluate health care given; make improvements 6. Adapt to a large variety of nursing situations and agency settings 7. Innovative in delivering nursing care in a variety of environments	1. Political science 2. Community organizations 3. Channels of suthority in administration structures 4. Nature of bureaucracies 5. Health legislation and experience in working for legislated changes 6. Principles of planned change 7. Principles of communication 8. Knowledge of community health resources 9. Types and kinds of health insurance coverage and the desirable types of coverage 10. Principles of evaluation and their application to health care

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* E.O.Bevis: Curriculum Building In Nursing: A Process, St. Louis, C.V.Mosby Co., 1973, p.34.

Commission on Nursing Education

Position on Nursing Education for Entry Level Into Professional Nursing

D R A F T

Advances in nursing, in health care, and in technology demand changes in the educational preparation of health practitioners. There is a need to clarify the educational requirement for nursing practice in Pennsylvania. Although nursing is the largest field of health practice it is the only major health occupation which does not require a baccalaureate degree for entry into professional practice. At present, three different types of educational programs prepare registered nurses; other programs prepare the practical nurse. This system has been burdensome to individuals who seek career planning and mobility, confusing to the public, and costly to health care agencies which have been forced to partially finance preservice education. Persons pursuing careers in nursing need the opportunity to gain a collegial relationship with other health practitioners since health care is highly valued by our society, and the contributions of professional nurses result in improved health care.

D R A F T

The scope of professional nursing practice includes the exercise of independent judgement in the application of scientific knowledge in providing care to and coordinating care for individuals, families and communities, with the ultimate goal of attaining, maintaining, or restoring optimal health. Professional nurses should be prepared to function in all health care settings and are accountable to the consumer for all nursing practice.

Professional nursing practice requires synthesizing the knowledge from nursing, psychosocial and biophysical sciences and the humanities to provide the basis for the nursing care of people throughout their life cycles. The phases of the nursing process, assessment, planning, implementation, evaluation, serve as the methodology for this nursing practice.

The concept of two career levels in nursing, each with distinct educational requirements, is supported:

D R A F T

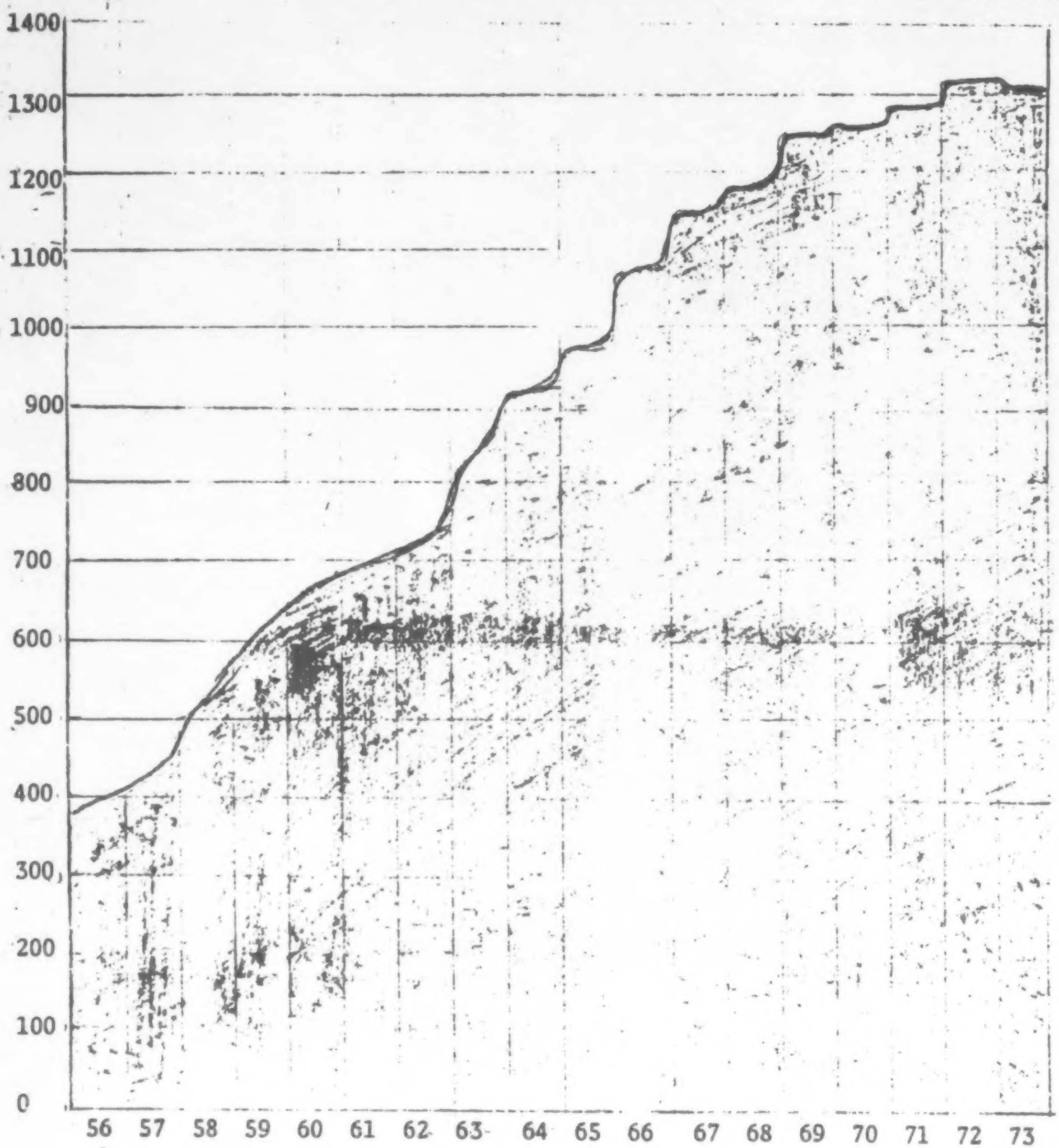
1. Registered Professional Nurse -- minimum of approved baccalaureate education in nursing as a prerequisite for initial licensure examination.

2. Ability to exercise judgement and independent nursing functions in care for individuals, families and communities.

2 Associate Nurse - minimum of approved associate degree education in nursing as a prerequisite for initial licensure examination.

Ability to utilize the nursing process in health care settings with the guidance of a Registered Professional Nurse.

Increase in Schools of Practical Nursing - 1956-1973 - in the United States



(Adapted from Facts About Nursing 74-75, Kansas City 1976, A.N.A.)

Agency Data Form

POA-1509 (7-75)

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF STATE
COMMISSIONER OF PROFESSIONAL AND OCCUPATIONAL AFFAIRS
POST OFFICE BOX 2649
HARRISBURG, PA. - 17120

For an initial request to use a new clinical agency, the following information is needed to determine the adequacy of the clinical facilities before Board approval can be given: (Subsequent to review and evaluation of the information, a site visit will be made when indicated.)

Name of Nursing Program Initiating Request ______________________
Name of Agency ______________________
Address ______________________ **Telephone Number** ______________________
(STREET) (CITY) (STATE) (ZIP)
Superintendent or Hospital Administrator ______________________
Director of Nursing ______________________
Approval Status ______________________
Total Bed Capacity ______________________ Daily Patient Average ______________________
Number and types of clinical area to be available to the nursing students with average census of each clinical area to be used ______ Medical ______
______ Surgical ______
______ Obstetrical ______
______ New Borns ______
______ Pediatric ______
______ Psychiatric ______

Offices and office equipment available for the nursing instructors (describe)
____
____
____

Provisions for faculty and students:
a. Library ______________________
b. Access to Conference Rooms ______________________
c. Class Rooms ______________________
d. Locker Rooms and/or Dressing Rooms for faculty and students ______________________
____

Does this agency have a school of professional nursing? ______________________

If so, total number of students enrolled ______________________

Does this agency have a school of practical nursing? ______________________

If so, total number of students enrolled ______________________

Does this agency provide clinical experience for any other school or program? ______________________

If so, submit following information for each school or program: (If necessary, continue on reverse side.)

Include the same information for your program

Unit	Number Patients	Number Students	Hours	Days	School or Program

WORKSHOP ON CURRICULUM

I. In your own words define the following:

1. Curriculum
2. Program of Studies
3. Course Content
4. Planned Learning Experiences
5. "Hidden Curriculum" or "Invisible Curriculum"
6. Curriculum Design
7. Curriculum Construction
8. Curriculum Development
9. Curriculum Implementation
10. Curriculum Engineering
11. Curriculum Improvement versus Curriculum Change

II. Faculty Survey

This form is designed to help determine where we are in our thinking of curriculum change. Please return by Friday so it may be compiled and returned to you. There is no reason to sign your name.

1. What is wrong with our curriculum? What should be dropped? What should be changed?

2. What is right with our curriculum? What should be kept?

3. What would you like to see in a new curriculum if there were no constraints? have always wanted? hope and dream about?

4. What are the things you would like least to see happen? dread happening? fear will happen?

III. Foundations of the Curriculum

IV. Anatomy of the Curriculum

Levels of Learning

8 weeks

Level I Knowledge and Fact-Student is the receiver

Behavioral verbs are:

accept
count
define
draw
enumerate
identify
indicate
know
label
list
listen
memorize
name
notice
point
quote
read
recall
recite
recognize
record
reiterate
relate
repeat
reproduce
state
tabulate
test
trace
write

Example:

(Larger class group-audio vis-films-develop the knowledge and receiving-assigned reading)

Test questions and behavioral objectives should be included in the above terms. Student is passive listener and some memory is required in learning.

9-16 weeks

Level II Comprehension and Responding-Student now able to draw some conclusions and build up learning abilities, by more memory and recall from facts received in Level I.

answer
associate
classify
compare
compile
compute
consult
contrast
describe
differentiate
discuss
distinguish
estimate
explain
express
inquire
interpret
locate
participate
predict
recognize
report
restate
review
select
tell
translate

Example:

Nursing care plan can be developed by student.

(Basic Needs)
Comprehension and responding-large group-assigned reading-relate concepts and principles-recitation sessions-response from students-buzz groups-

17 to 24 weeks

Level III Application & Valuing-Student is now able to make a choice from a number of theories or principles and able to apply it in a practical situation, begin to problem solve and make use of variables.

adapt
apply
calculate
choose
classify
complete
decide
demonstrate
dramatize
employ
examine
illustrate
operate
practice
present
relate
sketch
solve
utilize
write

Example:

Smaller groups-discussion-role playing-simulated lab experience, clinical application enrichment-outside reading-problem solving practice-team approach.

Organization

Level IV Analysis and able to explain relationships between parts and able to break down complex ideas or concepts into separate units. Be able to recognize principles of organization in a given concept. At this level the student may have difficulty, then the instructor may guide the student's learning ability: How to think, absorb, differentiate, develop a system. The student is now on a complex level of learning and must recall all other levels.

analyze
appraise
arrange
calculate
combine
construct
contrast
create
criticize
debate
design
detect
develop
devise
diagnose
diagram
differentiate
discover
distinguish
examine
experiment
explain
generalize
infer
inspect
interpret
organize
question
realize
reason
relate
solve
summarize
support
test

33 to 40 wks.

Level V Synthesis-student is at a very high level of learning-creativity-unique ideas and approaches in problem solving. Nursing Care plan can be more expressive and creativity developed with facts from other levels.

assemble
arrange
challenge
collect
conclude
construct
determine
formulate
group
intergate
manage
order
organize
plan
practice
prepare
originate
prescribe
propose
relate
specify
transform
weigh

Example:

Experience for maturity-counseling-sharing ideas-goals-teacher-student interaction-projects-discussion groups.

Characterization

These two areas can involve definite "limitations" with the Practical Nursing Student.

41 to 48 wks.

Evaluation-highest level, when a learner can critically examine some idea or theory.

Level VI This level helps student evolve and maintain his own value system and make judgements and evaluate effectiveness.

Example:

Learning now is very personal and private-student is involved in himself and personal life-provide specific learning activities.

External Evaluation-may involve an outside person to judge the effectiveness and choices.

Internal Evaluation-learner makes decisions-in relation to his value system-(no flaws argument-consistency-logic) accuracy-

These last levels takes years to develop and a goal to expand.

Psychomoter Domain:

Variety of moter skills

Level I. A. reflex - respond to stimulus

Level II. B. basic fundamentals
smiling, crawling, walking

Student should recognize these two levels, as they are useful in growth and development or caring for the care of the handicapped physically or mental or visual.

Level III. Perceptual abilities

Ability to function perceptual abilities and perform psychomoter skills: (Body awareness, touch, feel, hearing, coordination). Ability to receive and respond to perform an activity effectively.

Level IV. Physical abilities

Body functioning properly to move easily and effectively. Including endurance, strength, flexibility and dexterity. (Giving a hype - requires hand and dexterity, and eye alignment).

Beginning psychomoter skills, the student moves hesitantly, and slightly awkward, after practice labs, the student adapts proficiency in performance of the basic skill and and then eventually to specific skills.

Cyrs, Thomas E. Jr., Ed.D. WORKING WITH PERFORMANCE OBJECTIVES IN NURSING IN ALLIED HEALTH SCIENCES. SPECIFYING, SEQUENCING, EVALUATING. St. Anthony Village, Minnesota: Educational Development Associates, 9175.

VERBS EXPRESSING LEVELS OF UNDERSTANDING FOR USE IN STATING LEARNING EXPERIENCES

KNOWLEDGE	COMPREHENSION	APPLICATION
state	restate	interpret
define	describe	apply
memorize	explain	use
list	identify	demonstrate
name	locate	practice
repeat	tell	illustrate
		operate
		sketch

ANALYSIS	EVALUATION	SYNTHESIS
distinguish	judge	compose
differentiate	appraise	plan
calculate	rate	propose
test	compare	design
compare	value	arrange
criticize	estimate	assemble
question	revise	create
solve	assess	set up
	measure	organize
		formulate

PERFORMANCE OBJECTIVE REVIEW FORM

PERSON REVIEWED:

REVIEWERS:

When reviewing statements of performance objectives you should make judgments in terms of correct form only. The content specified in the objective is the responsibility of the writer alone. When reviewing any performance objectives you should consider the following questions.

1. Has the behavioral task been stated in a clean, unambiguous and measurable form?
   Accept_________ Revise_________
2. Have all of the necessary learning conditions been identified if they are appropriate and relevant?
   Accept_________ Revise_________
3. Has the correct evaluation procedure (constructed or selected response) been identified?
   Accept_________ Revise_________

4. Does the objective deal primarily with cognitive, affective or psychomoter outcomes?
Accept________ Revise_________

5. Has the objective been properly classified as to level of cognitive skill?
Accept________ Revise_________

6. If the evaluation consists of written test items, do the items match the taxonomic level of the objective?
Accept________ Revise_________

7. If the evaluation consists of a product or procedure, are the criteria adequate?
Accept________ Revise_________

8. If the objective required a written or oral response such as an essay or presentation, have adequate criteron check lists been provided?
Accept________ Revise_________

9. Does the vocabulary and reading level in the objective and evaluation procedure match the actual reading level of students?
Accept________ Revise_________

10. If the objective is terminal, have all intermediate objectives been adequately identified?
Accept________ Revise_________

11. Is the objective test item specific or does it deal with a class or domain of behavior?
Accept________ Revise_________

Summary of

Waiver L.P.N.s Writing the P.N. Licensing Examination
(Under Act 354)

1976

First-Time Examinees

Scheduled	274
Absent	29
Examined	245
Failed	161 = 65.7%
Passed	84 = 34.2%

Range of Scores = 000 - 612
Average Standard Mean Score - 268.7

First-Time Failures (Second-Time Examinees)

Scheduled	207
Absent	68
Examined	139
Failed	119 = 85.6%
Passed	20 = 14.3%

Range of Scores = 000 - 426
Average Standard Mean Score = 244.5

Second-Time Failures (Third-Time Examinees)

Scheduled	172
Absent	41
Examined	131
Failed	114 - 87.0%
Passed	17 = 12.9%

Range of Scores = 000 - 456
Average Standard Mean Score = 233.0

Third-Time Failures (Fourth-Time Examinees)

Scheduled	95
Absent	19
Examined	76
Failed	72 = 94.7%
	4 = 5.2%

Range of Scores = 000 - 360
Average Standard Mean Score = 218.5

Fourth-Time Failures (Fifth-Time Examinees)

Scheduled	2
Absent	1
Examined	1
Failed	1 = 100%
Passed	0

Range of Scores - 291
Average Standard Mean Score = 291

WEAKNESSES IDENTIFIED DURING SURVEYS OF PRACTICAL NURSE PROGRAMS FOR THE PERIOD 1972 - 1976

WEAKNESS	-(# times identified)

1. The faculty do not meet minimum qualifications (32)
2. There is no systematic evaluation of the curriculum (25)
3. The Program Bulletin is not comprehensive or current (23)
4. There is no faculty development program (18)
5. The organizational chart does not depict lines of authority and relationships (15)
6. Library holdings are outdated, inadequate, or not catalogued (13)
7. Records are not dated (13)
8. There are no written policies related to faculty organization (12)
9. The ratio of faculty to students is inadequate (9)
10. Faculty minutes do not document faculty actions (8)
11. The statement of philosophy is not used appropriately (8)
12. Course outlines are incomplete (6)
13. Functions and responsibilities of faculty are not defined (6)
14. There are no formal methods of communications with nursing service (6)
15. The physical facilities are inadequate (6)
16. Policies for grading and evaluation are inappropriate (6)
17. Course content is not related to level objectives (5)
18. There is no faculty orientation program (5)
19. There is limited experience in Obstetrics and Pediatrics (4)
20. A record system essential to the operation of the program is not maintained (3)
21. Admission policies are vague (3)
22. The implementation of the curriculum differs from the written description (2)

WEAKNESS

23. There is no participatory budget (2)

24. The SBTPE scores are low (2)

25. Learning experineces are service oriented (1)

26. Course objectives are identical for medical surgical courses taught at three levels (1)

27. There are no program objectives (1)

28. There are no objectives related to clinical experience (1)

29. Course outlines do not follow a standard format (1)

30. Course content is inappropriate (1)

31. Clinical facilities are inadequate (1)

32. Textbooks are outdated (1)

33. The attrition rate is high (1)

34. There is no provision for student/faculty conferences (1)

35. There is no logical sequence for planning learning experiences (1)

36. Student health policies do not meet Board requirements (1)

A. Ways Waiver Licensees Can Qualify For Examination

1. Under Act 354

2. Regular 12-month Program - Handbook (minimum requirements)
   600 hrs. theory
   900 hrs. clinical experience
   1500 hrs.

3. Advanced Placement in an Approved Program

   a. Attorney General's approval - 4/69
      26 weeks - 600 hrs. theory
      192 hrs. clinical experience
      792 hrs.

   b. Reading-Muhlenberg Area Voc.-Tech. School - 9/69 & 3/70
      27 weeks @ approx. 34 hrs. weekly
      653 hrs. theory
      234 hrs. clinical experience
      887 hrs.

   c. Lancaster County Area Voc.-Tech. School - 9/70
      25 weeks @ approx. 36 hrs. weekly
      650 hrs. theory
      75 hrs. study, conferences, remedial work
      200 hrs. clinical experience
      925 hrs.

   d. Scranton School District - 11/70
      41 weeks @ approx. 20 hrs. weekly
      600 hrs. theory
      192 hrs. clinical experience
      792 hrs.

   e. Lancaster County Area Voc.-Tech. School - 1/22/71
      30 weeks @ approx. 28 hrs. weekly - Evening Class
      600 hrs. theory
      160 hrs.
      760 hrs.
      Time: 4 - 9 P.M. (½hr. lunch)
      Clinical Day: 7 A.M. - 3 P.M.

   f. Juniata-Mifflin Counties Area Voc.-Tech. School - 5/18/72
      1000 hrs. for 50 weeks

B. Advanced Placement in P.N. Programs

1. Lancaster County Area Voc.-Tech. School - 6/18/71
2. Centre County Voc.-Tech. School - 5/18/72
3. Bethlehem Area Voc.-Tech. School - 7/11/72
   Articulation of H.S. graduates from Health Assistant Course into Post-H.S. P.N. Program
4. Williamsport Area Community College - 11/30/72
5. Jefferson County-DuBois Area Voc.-Tech. School - 1/18/73
6. Harrisburg-Steelton-Highspire Tech. School - 5/24/73
7. Altoona Area Voc.-Tech. School - 7/18/73
8. Lawrence County Area Voc.-Tech. School - 7/18/73
9. School District of Hanover Borough - 7/18/73
10. Crawford County Area Voc.-Tech. School - 1/17/74
11. Hazleton Area Voc.-Tech. School - 3/13/74
12. Mercer County Area Voc.-Tech. School - 7/18/74
13. Somerset Area Schools - 9/19/74
14. Westmoreland County Community College - 9/19/74
15. York County Area Voc.-Tech. School - 11/21/74
16. Greene County Voc.-Tech. School - 5/29/75
17. Venango County Area Voc.-Tech. School - 7/17/75
18. York County Area Voc.-Tech. School - 9/17/75
19. Central Chester County Area Voc.-Tech. School - 7/8/76
20. Reading-Muhlenberg Voc.-Tech. School - 7/8/76
21. Butler County Community College - 7/8/76
22. Bucks County Technical School - 7/8/76
23. Pittsburgh Public Schools - 7/8/76
24. Danville Area School District - 9/23/76
25. Venango County Area Voc.-Tech. School - 1/27/77

26. Community College of Allegheny County, College Center-North - 3/17/77
    Satellite Program at Parkway West Area Voc.-Tech. School in Oakdale
    4 entry points - Health Assistant graduate
    2-year Medical Assistant graduate
    Military - Medical Corpsman
    Former professional nursing student

27. Upper Bucks County Area Voc.-Tech. School - 7/13/77

C. Advanced Placement of P.N.s in R.N. Schools

1. Shadyside Hospital - 11/19/70
   Approx. 24 months in length (approx. 6 months credit)

2. St. Francis General Hospital - 3/18/71
   Approx. 18 months in length (approx. 4 months credit)

3. Mercy Hospital, Pittsburgh - 7/11/72
   50 hrs. theory credited in Nursing I (Fundamentals)

4. St. Vincent Hospital - 7/11/72
   May challenge first 1½ academic years of program

5. Methodist Hospital - 7/11/72
   May challenge first academic year of program

6. Hamot Hospital - 7/11/72
   May challenge Nursing I & II

7. Allegheny Campus, Community College of Allegheny County - 9/19/72
   May challenge Fundamentals of Nursing

8. York Hospital - 3/21/73
   May challenge for total of 15 credits in Nursing I & II

9. Albert Einstein Medical Center - 7/18/73
   May challenge for:
   Trimester I - Anatomy & Physiology I
   Physical Science
   Behavioral Science I
   Nursing I (includes Pharmacology)

   Trimester II- Anatomy & Physiology II
   Microbiology
   Nutrition
   Behavioral Science II

10. St. Joseph's Hospital, Carbondale - 7/18/73
    May challenge for Nursing I and II

11. Coatesville Hospital - 11/21/74
    Work-study program in nursing for employees of V.A. Hospital in Coatesville plus P.N.s may challenge by examination any course they have had previously.

12. Louise Suydam McClintic of St. Margaret Memorial Hospital, Pittsburgh - 7/17/7
    May challenge for Fundamental Nursing Concepts I and II and Nutrition

13. Altoona Hospital, Altoona - 7/7/76
    May challenge any nursing course by examination

14. Saint Joseph Hospital, Lancaster - 7/7/76
    May challenge any nursing course by examination

15. Sharon General Hospital, Sharon - 1/26/77
    Given credit for Level I. Admit to Level II (Junior year)

16. Western Pennsylvania Hospital, Pittsburgh - 1/26/77
    May challenge Fundamentals of Nursing Concepts I and II (16 weeks)

17. Chester County Hospital, West Chester - 7/13/77
    May challenge Levels I and II - 39 weeks each

D. Upward Mobility - L.P.N. to R.N. the A.D. Way

1. Presbyterian-Univ. of Pa. Medical Center P.N. Program - 3/22/71
   Cooperating with the Community College of Delaware County
2. Butler County Community College - 11/30/72
3. Northampton County Community College - 5/23/74
4. Beaver County Community College - 5/29/75
5. Montgomery County Community College - 1/15/76

E. Career Ladder Program for L.P.N.s

1. Bucks County-Grand View Diploma Nursing Program - 2/16/72
   48 weeks in length CLOSING 9/77

F. P.N. Curriculum Conforming to School Calendar

1. Chester Upland School District - 5/29/75
   3-1 curriculum (levels)

2. Williamsport Area Community College - 5/29/75
   2-1 curriculum (semesters) plus 4th semester for AA or AAS Degree

3. Lehigh County Community College - 7/17/75
   2-1 curriculum (semesters)

~~4. Jefferson County-DuBois Area Voc.-Tech. School - 1/15/76~~
   ~~180-60 days~~ Approved to return to uninterrupted program - 5/26/77

5. Westmoreland County Community College - 3/25/76
   2-1 curriculum (semesters)

6. Central Chester County Area Voc.-Tech. School - 7/8/76

7. Wilkes-Barre Area Voc.-Tech. School - 7/8/76

8. Upper Bucks County Area Voc.-Tech. School - 9/23/76

G. Health Assistant/Practical Nursing Articulation Program

1. Northampton County Community College - 7/12/72
   (formerly the Bethlehem Area Voc.-Tech. School)
2. Butler County Community College - 7/8/76
3. Pittsburgh Public Schools - 7/8/76

H. Two Track Curriculum (One track includes college courses)

1. Danville Area School District - 9/23/76

I. College Credits Granted to Practical Nursing Program

1. Westmoreland County Community College - 11/18/76

II. Faculty Survey

This form is designed to help determine where we are in our thinking of curriculum change. Please return by Friday so it may be compiled and returned to you. There is no reason to sign your name.

1. What is wrong with our curriculum? What should be dropped? What should be changed?

2. What is right with our curriculum? What should be kept?

3. What would you like to see in a new curriculum if there were no constraints? have always wanted? hope and dream about?

4. What are the things you would like least to see happen? dread happening? fear will happen?

III. Foundations of the Curriculum

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APPENDIX B

EVALUATION INSTRUMENTS AND SELECTED MATERIALS UTILIZED IN THE THREE PRACTICAL NURSE CURRICULUM DEVELOPMENT WORKSHOPS

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

February 21, 1978

Director of Vocational Education:

The Pennsylvania State University, Division of Occupational and Vocational Studies in cooperation with the Bureau of Vocational Education, is presenting a three day Practical Nurse Teacher Curriculum Improvement Workshop in each vocational region in Pennsylvania during the 1978 Spring Term. The workshop is designed to provide instructional strategies for articulation of the various health occupations programs funded by the Bureau of Vocational Education, the practical nurse curriculum, and the functions and imput the Bureau of Vocational Education in the curriculum improvement process.

I hereby respectfully request that you support the above workshop by encouraging your practical nurse faculty to participate in the workshop.

As with any curriculum improvement process, the administrators need to have an understanding of what, why and how of the change. To achieve this, I invite you to attend all or part of the workshop with your practical nurse teachers and coordinator.

The dates and location of each workshop are:

Central Region - March 21-23, 1978 - Danville - Sheraton Inn

Eastern Region - March 29-31, 1978 - Allentown - Holiday Inn

Western Region - April 12-14, 1978 - Butler Community College

Participants may enroll for 1 semester credit of I.Ed. 497Av Special Topics: Practical Nurse Curriculum Development. Cost is $45.00.

The practical nurse faculty should have at least one set of their course outlines with them for use at the workshop.

Thank you for your continued support of practical nursing and health occupations education.

Sincerely,

F. Marvin Hole

F. Marvin Hole, Ed.D.
Assistant Professor of Vocational
Education and Project Director

FMH/sra

The Pennsylvania State University
Division of Occupational and Vocational Studies
Practical Nurse Curriculum Development Workshop
March 21-23, 1978

Your evaluation of our services helps us design future workshop training which is effective and relevant to your needs. Therefore, please be as honest and as specific as you can in answering the following questions. Your comments will in turn, help design your future workshops. Thank you!

INSTRUCTIONS: Listed below are the titles of each session. In the space provided, indicate relevance and attainment by placing an X in the appropriate box.

RELEVANCE	ATTAINMENT
A. Was directly relevant.	A. Was adequately attained.
B. Was moderately relevant to my needs.	B. Was partially attained.
C. Was NOT relevant to my needs.	C. Was NOT attained.

Titles	Relevance			Attainment		
Tuesday	A	B	C	A	B	C
1. Operational Design	☐	☐	☐	☐	☐	☐
2. Mainstreaming Handicapped and Disadvantaged Learners in Practical Nursing Programs	☐	☐	☐	☐	☐	☐
3. Recognizing the Need for Change in the Health System and Need to Examine Curricula for Career Mobility	☐	☐	☐	☐	☐	☐
4. Group Session - Common Problems Relating to Revision of Practical Nursing Curriculum	☐	☐	☐	☐	☐	☐
Wednesday						
1. Communication Channels	☐	☐	☐	☐	☐	☐
2. Regulations Guiding the Development of Curricula; or Review of Existing Curricula - A Philosophical Base	☐	☐	☐	☐	☐	☐
3. Workshop Sessions, Curricula to Fit the Need for the Changing Role of the Practical Nurse - A Situation Analysis	☐	☐	☐	☐	☐	☐

Titles	Relevance			Attainment		
Thursday	A	B	C	A	B	C
1. An examination of the Proposal Curricula Developed in Wednesday's Sessions	☐	☐	☐	☐	☐	☐
2. Responsiblities for Completion of Curriculum Development Project	☐	☐	☐	☐	☐	☐

For those sessions which seemed irrelevant or were not fully attained, please offer any suggestions for improvement.

____

____

Check each statement below which expressed your feelings about the workshop. In some cases, you may wish to check more than one answer per question.

1. Overall, the workshop was:

___ Very worthwhile in terms of answering my immediate needs.
___ A worthwhile experience, through some of my immediate needs were not met.
___ Of limited value.
___ Comments: ____________________

2. The amount of time spent on lecture:

___ Was too extensive.
___ Was about right for the material presented.
___ Was inadequate for the kind of materials presented.
___ Could better have been spent on other activities.
___ Comments: ____________________

3. Small group meetings:

___ Were effectively incorporated into the workshop.
___ Should have been included, but were not.
___ Were not necessary and were not included.
___ Added nothing to workshop effectiveness and should have been omitted.
___ Comments: ____________________

4. Audiovisual presentations:

___ Were used with great effectiveness.
___ Were not as effectively used as they might have been.
___ Were not used, but would have been helpful.
___ Were not necessary for this workshop and were not used.
___ Were relied upon too heavily.
___ Comments: ____________________

5. Opportunity for discussion:

___ Was adequate and greatly helped the group's understanding of topics presented.
___ Was limited, but adequate for purposes.
___ Was inadequate.
___ Comments: ____________________

6. On the whole, this workshop was:

___ More effective than others I've attended.
___ Similar to others of its type I've attended.
___ Not as effective as others.
___ This is the first workshop of this type I've attended.
___ Comments: ____________________

7. As a participant, I felt:

___ Very welcome to ask questions or seek additional help at any time.
___ Welcome to ask questions when they were asked for.
___ Somewhat uneasy about asking questions.
___ Comments: ____________________

8. I intend to implement methods or materials introduced in this workshop

___ Immediately.
___ Within the next year.
___ At some future date, though I can foresee no immediate use for them.
___ Never.
___ Comments: ____________________

Briefly answer the following questions. Please be as specific so that your answers will help us design future workshops.

1. What part of the Program was of most value to you as a Practical Nurse Coordinator?

2. What part of the Program was of least value to you?

3. What topics would you like offered at the next workshop?

4. What would you consider the single most important concept gained from this workshop?

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

The Pennsylvania State University
Division of Occupational and Vocational Studies
Practical Nurse Curriculum Development Workshop
March 29-31, 1978

Your evaluation of our services helps us design future workshop training which is effective and relevant to your needs. Therefore, please be as honest and as specific as you can in answering the following questions. Your comments will in turn, help design your future workshops. Thank you!

INSTRUCTIONS: Listed below are the titles of each session. In the space provided, indicate relevance and attainment by placing an X in the appropriate box.

RELEVANCE	ATTAINMENT
A. Was directly relevant.	A. Was adequately attained.
B. Was moderately relevant to my needs	B. Was partially attained.
C. Was NOT relevant to my needs.	C. Was NOT attained.

Titles	Relevance			Attainment		
Wednesday	A	B	C	A	B	C
1. Role of Regional Vocational Office in Curriculum Improvement.	☐	☐	☐	☐	☐	☐
2. Communication Channels.	☐	☐	☐	☐	☐	☐
3. Preparation for Mini Workshop.	☐	☐	☐	☐	☐	☐
4. Mainstreaming Handicapped and Disadvantaged Learners in Practical Nurse Programs	☐	☐	☐	☐	☐	☐
5. Mini Workshop	☐	☐	☐	☐	☐	☐
Thursday						
1. Recognizing the Need for Change in the Health System and Need to Examine Curricula for Career Mobility.	☐	☐	☐	☐	☐	☐
2. Regulations Guiding the Development of Curricula; or Review of Existing Curricula--A Philosophical Base	☐	☐	☐	☐	☐	☐
3. Workshop Sessions--Curricula to Fit the Need for the Changing Role of the Practical Nurse--A Situation Analysis	☐	☐	☐	☐	☐	☐

Titles	**Relevance**			**Attainment**		
Friday	A	B	C	A	B	C
1. Examination of the Proposed Curricula Development	☐	☐	☐	☐	☐	☐

For those sessions which seemed irrelevant or were not fully attained, please offer any suggestions for improvement.

Check each statement below which expressed your feelings about the workshop. In some cases, you may wish to check more than one answer per question.

1. Overall, the workshop was:

___ Very worthwhile in terms of answering my immediate needs.
___ A worthwhile experience, through some of my immediate needs were not met.
___ Of limited value.
___ Comments: ____________________
____
____

2. The amount of time spent on lecture:

___ Was too extensive.
___ Was about right for the material presented.
___ Was inadequate for the kind of materials presented.
___ Could better have been spent on other activities.
___ Comments: ____________________
____
____

3. Small group meetings:

___ Were effectively incorporated into the workshop.
___ Should have been included, but were not.
___ Were not necessary and were not included.
___ Added nothing to workshop effectiveness and should have been omitted.
___ Comments: ____________________
____
____

4. Audiovisual presentations:

___ Were used with great effectiveness.
___ Were not as effectively used as they might have been.
___ Were not used, but would have been helpful.
___ Were not necessary for this workshop and were not used.
___ Were relied upon too heavily.
___ Comments: ____________________
____
____

5. Opportunity for discussion:

___ Was adequate and greatly helped the group's understanding of topics presented.
___ Was limited, but adequate for purposes.
___ Was inadequate.
___ Comments: ____________________
____
____

6. On the whole, this workshop was:

___ More effective than others I've attended.
___ Similar to others of its type I've attended.
___ Not as effective as others.
___ This is the first workshop of this type I've attended.
___ Comments: ____________________
____
____

7. As a participant, I felt:

___ Very welcome to ask questions or seek additional help at any time.
___ Welcome to ask questions when they were asked for.
___ Somewhat uneasy about asking questions.
___ Comments: ____________________
____
____

8. I intend to implement methods or materials introduced in this workshop

___ Immediately.
___ Within the next year.
___ At some future date, though I can foresee no immediate use for them.
___ Never.
___ Comments: ____________________
____

Briefly answer the following questions. Please be as specific so that your answers will help us design future workshops.

1. What part of the Program was of most value to you as a Practical Nurse Coordinator?

2. What part of the Program was of least value to you?

3. What topics would you like offered at the next workshop?

4. What would you consider the single most important concept gained from this workshop?

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

The Pennsylvania State University
Division of Occupational and Vocational Studies
Practical Nurse Curriculum Development Workshop
April 5-7, 1978

Your evaluation of our services helps us design future workshop training which is effective and relevant to your needs. Therefore, please be as honest and as specific as you can in answering the following questions. Your comments will in turn, help design your future workshops. Thank you!

INSTRUCTIONS: Listed below are the titles of each session. In the space provided, indicate relevance and attainment by placing an X in the appropriate box.

RELEVANCE	ATTAINMENT
A. Was directly relevant.	A. Was adequately attained.
B. Was moderately relevant to my needs.	B. Was partially attained.
C. Was NOT relevant to my needs.	C. Was NOT attained.

Titles	Relevance			Attainment		
Wednesday	A	B	C	A	B	C
1. Functions of the Regional Office in Vocational Planning and Operation.	☐	☐	☐	☐	☐	☐
2. Curriculum Design of Three Area Programs. a. Allegneny County Community b. Venango County AVTS c. Connelley Skill Center	☐	☐	☐	☐	☐	☐
3. Mainstreaming Handicapped and Disadvantaged Learners in Practical Nursing Programs.	☐	☐	☐	☐	☐	☐
Thursday						
1. Recognizing the Need for Change in the Health System and Need to Examine Curricula for Career Mobility.	☐	☐	☐	☐	☐	☐
2. Group Work Sessions.	☐	☐	☐	☐	☐	☐

Titles	Relevance			Attainment		
Friday	A	B	C	A	B	C
1. Examination of the Proposed Curricula Developed.	☐	☐	☐	☐	☐	☐

For those sessions which seemed irrelevant or were not fully attained, please offer any suggestions for improvement.

Check each statement below which expressed your feelings about the workshop. In some cases, you may wish to check more than one answer per question.

1. Overall, the workshop was:

___ Very worthwhile in terms of answering my immediate needs.
___ A worthwhile experience, through some of my immediate needs were not met.
___ Of limited value.
___ Comments: ______________________
____
____

2. The amount of time spent on lecture:

___ Was too extensive.
___ Was about right for the material presented.
___ Was inadequate for the kind of materials presented.
___ Could better have been spent on other activities.
___ Comments: ______________________
____
____

3. Small group meetings:

___ Were effectively incorporated into the workshop.
___ Should have been included, but were not.
___ Were not necessary and were not included.
___ Added nothing to workshop effectiveness and should have been omitted.
___ Comments: ______________________
____
____

4. Audiovisual presentations:

___ Were used with great effectiveness.
___ Were not as effectively used as they might have been.
___ Were not used, but would have been helpful.
___ Were not necessary for this workshop and were not used.
___ Were relied upon too heavily.
___ Comments: ______________________
____
____

5. Opportunity for discussion:

___ Was adequate and greatly helped the group's understanding of topics presented.
___ Was limited, but adequate for purposes.
___ Was inadequate.
___ Comments: ______________________
____
____

6. On the whole, this workshop was:

___ More effective than others I've attended.
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___ This is the first workshop of this type I've attended.
___ Comments: ______________________
____
____

7. As a participant, I felt:

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___ Welcome to ask questions when they were asked for.
___ Somewhat uneasy about asking questions.
___ Comments: ______________________
____
____

8. I intend to implement methods or materials introduced in this workshop

___ Immediately.
___ Within the next year.
___ At some future date, though I can foresee no immediate use for them.
___ Never.
___ Comments: ______________________
____

Briefly answer the following questions. Please be as specific so that your answers will help us design future workshops.

1. What part of the Program was of most value to you as a Practical Nurse instructor?

2. What part of the Program was of least value to you?

3. What topics would you like offered at the next workshop?

4. What would you consider the single most important concept gained from this workshop?

5. Please describe your overall reaction to the workshop. (Was it what you expected, useful, suggestions for improvement!)

MAINSTREAMING DISADVANTAGED AND HANDICAPPED CHECKLIST

1. What diagnostic instrument or procedures are available for program preparation?

2. What resources are available for disadvantaged and/or handicapped for program preparation?

3. Does the program curriculum contain:

    a) specific objectives?
    b) learning activities?
    c) supports?
    d) evaluation criteria?

4. Are there alternative learning activities available for different learning styles?

5. Do the learning activities consist of reading materials with different readabilities?

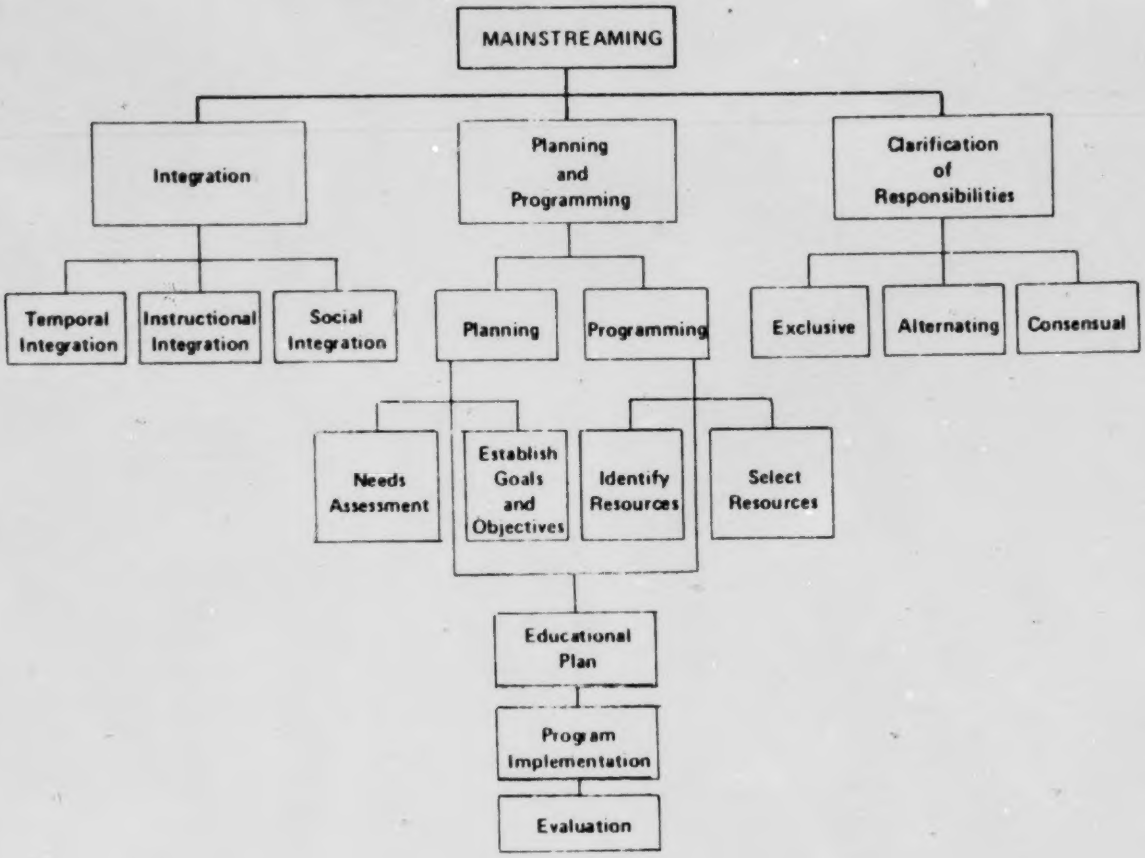
6. Are there specific teaching-learning supports provided in the curriculum?

7. Are there supportive services available for special groups of learners?

8. Are characteristics of special needs groups identified in the community?

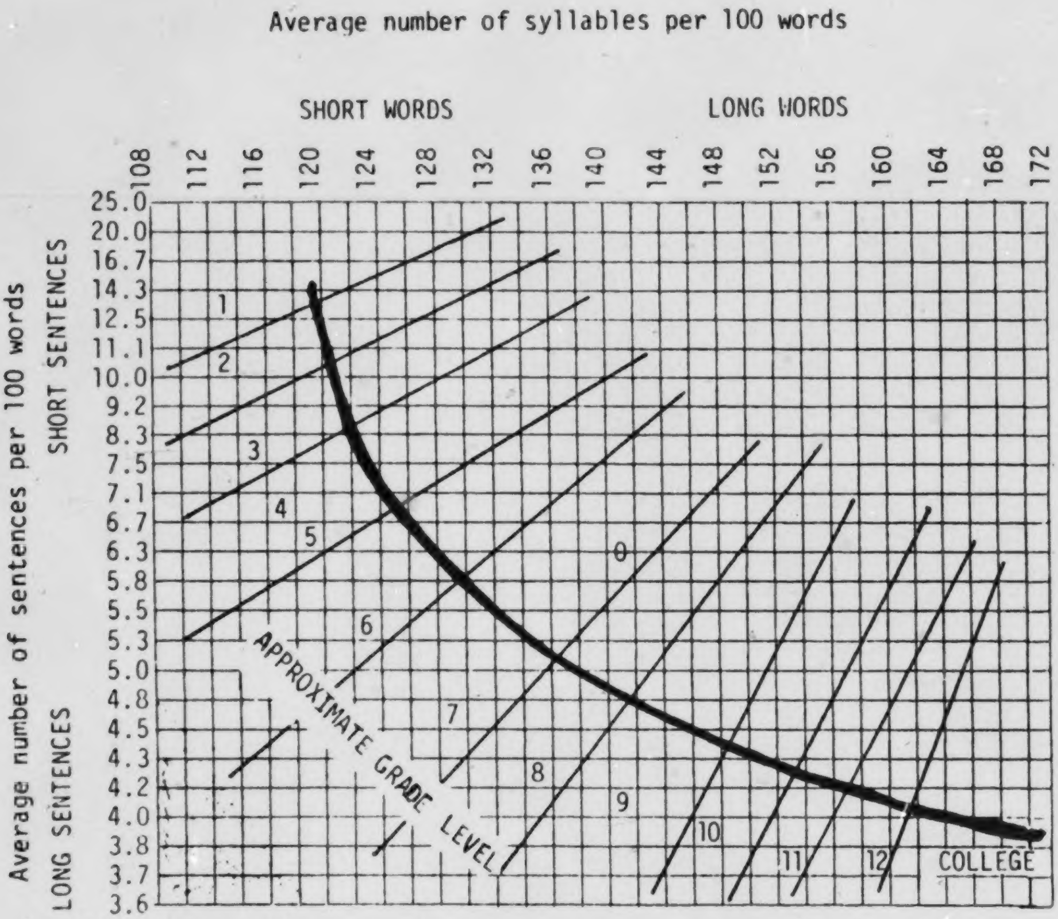
9. What follow-up strategies are available to measure program effectiveness with special needs individuals?

Figure 1
STRUCTURE OF MAINSTREAMING


MAINSTREAMING
Integration
Planning and Programming
Clarification of Responsibilities
Temporal Integration
Instructional Integration
Social Integration
Planning
Programming
Exclusive
Alternating
Consensual
Needs Assessment
Establish Goals and Objectives
Identify Resources
Select Resources
Educational Plan
Program Implementation
Evaluation

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center, New Jersey



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

EXAMPLE:

	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.3
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

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For further information and validity data see the April 1968 Journal of Reading and March, 1969 Reading Teacher.

CLOZE PROCEDURE FOR READING PREDICTION

Take a passage from the instructional unit being used. Write out the first one or two sentences completely. Starting with the next sentence delete every 5th word. Leave a total of 40 blanks and carry the exercise to the nearest sentence and beyond the 40 blanks. Count any acceptable word as a correct response. Determine the percentage of total correct responses.

Independent Level = 60%

Instructional Level = 40%

Frustration Level = below 40%

Provide correct responses for the student.

Directions to the student:

1) Read the entire passage.
2) Go back and fill in the blank with the word you think is missing.
3) Use only one word per blank.
4) Words like "don't," "can't," "he's," "you're" can be used to fill a blank.
5) Try to fill every blank.

Cloze Procedure as a Teaching Technique

1) Identify the specifics of what is being taught (Vocabulary, facts, etc.).
2) Prepare cloze, deleting items being taught.
3) Average one deletion for each ten words of passage.
4) Provide correct responses for the student.

STATE GOALS FOR VOCATIONAL EDUCATION
IN PENNSYLVANIA

The State Board of Education recognizes the increasing complexity and rising costs associated with providing educational services for all citizens of the Commonwealth. It is imperative that: (1) accountability be an integral part of planning; (2) existing and prospective educational programs be monitored and evaluated; (3) outdated and unnecessary duplication of programs and services be eliminated; (4) educators justify their educational expenditures to the public; and (5) representatives of all educational levels participate in determining the optimum delivery system for meeting educational needs of the public. Considering these points and, in an effort to provide a clear direction for vocational educators, the State Board of Education has adopted the following goals to guide vocational education for the next five years.

I. Develop, expand or modify quality vocational education so that by 1982 every public secondary student will have had the opportunity to: (1) enter the labor force with a marketable vocational skill; (2) learn a useful vocational skill; or (3) acquire a basic vocational skill and continue at the postsecondary level.

II. Promote the expansion, range and diversity of adult and postsecondary occupational education opportunities to facilitate: (1) the entry/reentry of persons into the labor force and; (2) to provide upgrading or retraining for persons already employed/unemployed.

III. Encourage alternative forms of vocational/occupational education to broaden the options available to students.

✓IV. Intensify articulation efforts among programs at middle schools and junior high schools with secondary school and postsecondary vocational/occupational programs.

V. Support a greater understanding of educational/career options by expanding vocational guidance, counseling, and job placement services and providing occupational experiences for students.

✓VI. Foster a concerted effort to achieve equal educational opportunities by eliminating sex, racial/ethnic and linguistic bias, stereotyping, and discrimination.

VII. Strengthen the development and implementation of comprehensively planned programs to meet the needs of and demands for competent professional vocational teachers, counselors, supervisors, and administrators.

✓VIII. Develop and expand vocational education opportunities for the disadvantaged and handicapped.

GOAL 1 DEVELOP, EXPAND OR MODIFY QUALITY VOCATIONAL EDUCATION SO THAT BY 1982 EVERY PUBLIC SECONDARY STUDENT WILL HAVE HAD THE OPPORTUNITY TO: (1) ENTER THE LABOR FORCE WITH A MARKETABLE VOCATIONAL SKILL: (2) LEARN A USEFUL VOCATIONAL SKILL: OR (3) ACQUIRE A BASIC VOCATIONAL SKILL AND CONTINUE AT THE POSTSECONDARY LEVEL.

In establishing this goal, the State Board recognizes that an arbitrary quota for public secondary vocational education is too structured and delimits vocational education's potential impact across the Commonwealth. A major milestone in vocational education will have been reached when every student who desires to learn a vocational skill has had the opportunity to enter a program commensurate with the student's needs, interests and abilities.

It is also recognized that students desire vocational education for many different reasons. The largest proportion of students enter vocational education to learn skills for initial entry into the labor force. However, an increasing proportion of students continue their vocational education at the postsecondary level. For these students, vocational education at the secondary level is a means of acquiring basic skills leading to a career continuum. In addition, an increasing number of students are learning vocational skills for personal/avocational reasons with little or no immediate intent of entering the labor market.

GOAL #I DEVELOP, EXPAND OR MODIFY QUALITY VOCATIONAL EDUCATION SO THAT BY 1982 EVERY PUBLIC SECONDARY STUDENT WILL HAVE HAD THE OPPORTUNITY TO: (1) ENTER THE LABOR FORCE WITH A MARKETABLE VOCATIONAL SKILL; (2) LEARN A USEFUL VOCATIONAL SKILL, OR (3) ACQUIRE A BASIC VOCATIONAL SKILL AND CONTINUE AT THE POSTSECONDARY LEVEL.

SUBGOALS:

I.1 Promote the development of new secondary vocational education programs based on present and projected labor market needs and in accordance with expressed student demand.

I.2 Foster the expansion of existing vocational education programs on the basis of projected labor market needs and student demand.

I.3 Promote efforts to modify and/or combine selected vocational education programs to reflect changing occupational requirements.

I.4 Foster the improvement of students' learning in existing vocational programs.

I.5 Provide leadership to assist schools to develop opportunities for students to explore occupations/vocations prior to entering vocational programs.

I.6 Seek to maintain vocational programs in those local educational agencies which do not have the financial resources to continue programs independently.

GOAL II

PROMOTE THE EXPANSION, RANGE AND DIVERSITY OF ADULT AND POSTSECONDARY OCCUPATIONAL EDUCATION OPPORTUNITIES TO FACILITATE: (1) THE ENTRY/REENTRY OF PERSONS INTO THE LABOR FORCE AND; (2) TO PROVIDE UPGRADING OR RETRAINING FOR PERSONS ALREADY EMPLOYED/UNEMPLOYED.

It is recognized that local educational agencies offering adult and/or postsecondary education provide a vital and multifaceted service to the citizens of the Commonwealth. For those individuals desiring advanced skills, these institutions are the final link in the sequence of formalized vocational education leading to initial entry into the labor force. They also provide occupational training for those who seek to upgrade their skills, and provide new skills for the underemployed/unemployed or prospective reentrants into the labor force.

Because these institutions provide life-long learning opportunities to so many people across the Commonwealth it is imperative that local educational agencies maintain maximum program flexibility. Technological advances and demands for highly qualified individuals in new and emerging occupations must also be taken into consideration when program changes are proposed or when program flexibility is addressed.

GOAL #II PROMOTE THE EXPANSION, RANGE AND DIVERSITY OF ADULT AND POSTSECONDARY OCCUPATIONAL EDUCATION OPPORTUNITIES TO FACILITATE: (1) THE ENTRY/REENTRY OF PERSONS INTO THE LABOR FORCE AND; (2) TO PROVIDE UPGRADING OR RETRAINING FOR PERSONS ALREADY EMPLOYED/UNEMPLOYED.

SUBGOALS:

II.1 Maintain existing occupation programs where necessary at a level commensurate with existing labor market needs and in accordance with expressed student demand.

II.2 Promote the extension of needed programs and useful vocational skills to unemployed or underemployed individuals in all areas of the Commonwealth.

II.3 Encourage the development of part-time and short-term special programs based on needs assessments of business, industry, labor and nonprofit agencies.

II.4 Promote efforts to modify selected occupational programs to reflect changing occupational requirements.

II.5 Foster the development of new occupational programs based on present and projected labor market needs.

GOAL III ENCOURAGE ALTERNATIVE FORMS OF VOCATIONAL/OCCUPATIONAL EDUCATION TO BROADEN THE OPTIONS AVAILABLE TO STUDENTS.

At the present time there are approximately 78 area vocational-technical school boards (94 AVT Schools), over 600 comprehensive high schools and 14 community colleges in the Commonwealth offering vocational/occupational education. In addition, there are campuses of state owned and state related colleges, private colleges and private business and trade schools that offer vocational/occupational education. These educational institutions have the potential for serving most segments of the population. However, there is a need to develop alternative educational delivery systems for special groups of students. Contracts with private educational institutions can provide educational experiences which might otherwise be impossible because of a lack of public facilities or because student demand is not sufficient to warrant the development of a new program. Satellite programs can also be a viable alternative when the student demand for vocational/occupational education is greater than existing physical facilities can accommodate.

GOAL #III ENCOURAGE ALTERNATIVE FORMS OF VOCATIONAL/OCCUPATIONAL EDUCATION TO BROADEN THE OPTIONS AVAILABLE TO STUDENTS.

SUBGOALS:

III.1 Support the expansion of Capstone cooperative education program offerings for all areas of vocational education.

III.2 Support the expansion of cooperative diversified occupations program offerings for those occupations which employ a limited number of people.

III.3 Foster work study programs in vocational education as an incentive to keeping students in school.

III.4 Encourage the development of vocational programs of varying length.

III.5 Promote the expansion of AVTS program offerings through the establishment of satellites in participating comprehensive high schools.

III.6 Support contractual arrangements by public educational agencies with private schools to provide instruction in areas not otherwise available in the public schools.

III.7 Encourage the development of other effective means of expanding student options in vocational education.

III.8 Support funding for highly specialized postsecondary programs serving state on regional needs.

III.9 Promote the development of more non-traditional postsecondary and adult programs serving state on regional needs.

GOAL IV INTENSIFY ARTICULATION EFFORTS AMONG SECONDARY, AND POSTSECONDARY VOCATIONAL/OCCUPATIONAL EDUCATION PROGRAMS.

In adopting this goal, the State Board affirms that vocational/occupational education is a life-long and continuing process and that students move through the educational system gaining skills commensurate with their needs, interests and abilities.

There is a need to refine the present educational system to an articulated educational continuum which will help individuals to pursue a career without loss of money and duplication of energy and time. All educational institutions must recognize that a person gains valuable skills and knowledge as part of his/her life outside the traditional educational environment. Work experiences become invaluable in their impact on the formal educational process, and need to be recognized and evaluated by educational institutions toward awarding educational credit.

In an effort to provide direction for educators at all levels of education, the State Board has charged various members of the Department of Education with the responsibility for developing a comprehensive model for articulating vocational/occupational programs. This charge is reflected in the first subgoal below. However, local educational agencies should not suspend present activities designed to articulate programs in anticipation of direction from the PDE. Much can be done to facilitate the process by reexamining present curricula in terms of competency based education. Also, the State Board recognizes that if articulation between the various levels of education is to become a reality local and state level educators must work together closely. Thus, the subgoals listed below can only be reached through the combined efforts of all educators.

GOAL #IV INTENSIFY ARTICULATION EFFORTS AMONG SECONDARY, AND POSTSECONDARY VOCATIONAL/OCCUPATIONAL EDUCATION PROGRAMS.

SUBGOALS:

IV.1 Develop a comprehensive model for articulating vocational/occupational programs at all levels.

IV.2 Support the development of competency based curricula in areas where it has not already been developed and maintain up to date curriculum resource materials at the state level.

IV.3 Promote the development of articulation agreements between educational agencies.

GOAL V SUPPORT A GREATER UNDERSTANDING OF EDUCATIONAL/CAREER OPTIONS BY EXPANDING VOCATIONAL GUIDANCE, COUNSELING AND JOB PLACEMENT SERVICES AND PROVIDING OCCUPATIONAL EXPERIENCES FOR STUDENTS.

In developing this goal, the State Board reaffirms its belief that education has a responsibility to prepare people for their life's work. To accomplish this task, students must be assisted in their efforts to understand the educational and career options that are available. Greater emphasis must be placed on providing guidance and counseling as an integral part of the total curricula. Students must also have the opportunity to gain insights into the diversity of career options through planned occupational experiences as part of their total educational program. Finally, it is essential that educational agencies provide assistance to students in their efforts to find suitable employment when they are ready to enter/re-enter the labor force.

GOAL #V SUPPORT A GREATER UNDERSTANDING OF EDUCATIONAL/CAREER OPTIONS BY EXPANDING VOCATIONAL GUIDANCE, COUNSELING AND JOB PLACEMENT SERVICES AND PROVIDING OCCUPATIONAL EXPERIENCES FOR STUDENTS.

SUBGOALS:

V.1 Assist in preparation and dissemination of detailed information on occupations so that students have the opportunity to be cognizant of occupational/educational requirements prior to making a career choice.

V.2 Foster expansion of pre-vocational/vocational guidance and counseling services in middle and junior high schools to acquaint students with the diversity of career options available.

V.3 Support pre-vocational programs and career exploration activities designed to broaden student awareness of careers.

V.4 In conjunction with the Bureau of Employment Security, promote development and expansion of job placement services.

GOAL VI FOSTER A CONCERTED EFFORT TO ACHIEVE EQUAL EDUCATIONAL OPPORTUNITIES BY ELIMINATING SEX, RACIAL/ETHNIC AND LINGUISTIC BIAS, STEREOTYPING, AND DISCRIMINATION.

The State Board recognizes that parental influence and stereotyped societal attitudes continue to dominate the student's selection of vocational programs. However, the educational system cannot ignore the historical contribution it has made toward perpetuating sex stereotyping, race, ethnic and linguistic bias. Educators must intensify their efforts to provide programs of equal educational opportunities for all students. Schools must cease channeling students into programs traditionally associated with their gender or ethnic background. It is essential that sex, race, ethnic and linguistic bias be removed from instructional materials. Special curricular materials and services must be furnished to persons of limited English-speaking ability where appropriate. Equal vocational opportunity in Pennsylvania will not be realized until sex, race, ethnic and linguistic bias are eliminated.

GOAL #VI FOSTER A CONCERTED EFFORT TO ACHIEVE EQUAL EDUCATIONAL OPPORTUNITIES BY ELIMINATING SEX, RACIAL/ETHNIC AND LINGUISTIC BIAS, STEREOTYPING AND DISCRIMINATION.

SUBGOALS:

VI.1 Foster the development of recruitment plans and nondiscriminatory admission criteria that encourage the enrollment of both sexes, members of minority groups, and those of limited English-speaking ability into nontraditional vocational programs.

VI.2 Encourage the exploration of nontraditional career options for all students seeking an occupational choice.

VI.3 Promote the development of occupational programs designed to attract all individuals from both sexes and from various race, ethnic and cultural backgrounds.

VI.4 Encourage the development of plans and procedures that will result in staffing patterns and staff training programs that are supportive of this goal.

VI.5 Intensify community involvement in supporting vocational training opportunities and job options for students of all races, ethnic backgrounds, both sexes, and those of limited English-speaking ability.

VI.6 Foster the development of specific administrative plans and procedures to assure leadership, supportive staff and evaluation of progress in eliminating bias, stereotyping, and discrimination on the basis of sex, race, ethnic and linguistic differences.

GOAL VII STRENGTHEN THE DEVELOPMENT AND IMPLEMENTATION OF COMPREHENSIVELY PLANNED PROGRAMS TO MEET THE NEEDS OF AND DEMANDS FOR COMPETENT PROFESSIONAL VOCATIONAL TEACHERS, COUNSELORS, SUPERVISORS AND ADMINISTRATORS.

Although enrollments at the elementary and secondary level are declining across the Commonwealth, it is anticipated that vocational enrollments will continue to increase proportionally for some time. Thus a moderate demand for more vocational educators will continue for a number of years. Higher education institutions need to develop and strengthen flexible competency-based programs in response to this demand. However, if vocational education enrollments level-off after Federal FY 82 as projected, the demand for preservice programs may also stabilize. If this occurs, higher education institutions should shift their emphasis and provide more inservice programs to meet the needs of vocational educators in updating their professional/occupational competencies.

This shift to more inservice programs will necessitate comprehensive planning and sound coordination between higher education institutions and business, industry, local educational agencies and the Pennsylvania Department of Education. Graduate programs may also need to expand to meet the continuing need of vocational educators.

GOAL #VII STRENGTHEN THE DEVELOPMENT AND IMPLEMENTATION OF COMPREHENSIVELY PLANNED PROGRAMS TO MEET THE NEEDS OF AND DEMANDS FOR COMPETENT PROFESSIONAL VOCATIONAL TEACHERS, COUNSELORS, SUPERVISORS AND ADMINISTRATORS.

SUBGOALS:

VII.1 Develop and implement a master plan for vocational education professional personnel development.

VII.2 Support the development of competency-based relevant, responsive pre-service strategies for the preparation of vocational education and guidance personnel.

VII.3 Provide competency-based in-service activities which will maintain and upgrade the pedogogical and occupational competencies of vocational and guidance personnel.

VII.4 Promote effective personnel development communications among vocational educators.

VII.5 Promote graduate study and research which relates to local, State and national vocational education problems and issues.

VII.6 Provide for the development and continual improvement of the service functions of vocational education professional personnel development programs.

GOAL VIII DEVELOP AND EXPAND VOCATIONAL EDUCATION OPPORTUNITIES FOR THE DISADVANTAGED AND HANDICAPPED.

Vocational education has a vital and growing responsibility in the total effort of the educational system to prepare all students for work. Therefore, the State Board reaffirms its position that vocational educators must continue the development and expansion of programs for the disadvantaged and handicapped. It is essential that these persons have the same educational opportunities as all others benefiting from public education.

The State Board recognizes that special support services may need to be provided to the handicapped and disadvantaged. Whenever possible, mainstreaming these students into the regular program is desired. Architectural barriers must be removed wherever possible for the physically handicapped and modifications to equipment should be made to provide for students' special needs. In addition, remedial education may be necessary if the disadvantaged and handicapped are to benefit equally from vocational education.

GOAL #VIII DEVELOP AND EXPAND VOCATIONAL EDUCATION OPPORTUNITIES FOR THE DISADVANTAGED AND HANDICAPPED.

SUBGOALS:

VIII.1 Provide remedial and supportive vocational services for disadvantaged and handicapped students to foster their placement in regular vocational education programs.

VIII.2 Modify regular vocational education programs to meet the needs of disadvantaged and handicapped students.

VIII.3 Develop special vocational education programs based on the needs of disadvantaged and handicapped students.

VIII.4 Provide more vocational education opportunities in areas of the state which have a high concentration of youth unemployment and/or school dropouts.

VIII.5 Promote exploratory (hands-on) pre-vocational programs for disadvantaged and handicapped students.

Rules and Regulations
for
Practical Nurses

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Authority

The provisions of this Subchapter B issued under act of March 2, 1956, P.L. (1955) 1211 (63 P.S. §651 et seq.).

Source

The provisions of this Subchapter B adopted January 20, 1967, unless otherwise noted, amended March 26, 1976, 6 Pa.B. 610.

GENERAL PROVISIONS

21.141. Definitions.

ACT — The Practical Nurse Law (63 P. S. §651-667 et seq.) which establishes standards for nonprofessional personnel.

BOARD — The State Board of Nurse Examiners of the Commonwealth.

LPN — Licensed practical nurse.

PRACTICE OF PRACTICAL NURSING — The performance of selected nursing acts in the care of the ill, injured or infirm under the direction of a licensed professional nurse, a licensed physician or a licensed dentist which do not require the specialized skill, judgment and knowledge required in professional nursing.

21.142. **Scope.**

(a) The Board administers the act by establishing minimum curricular standards for practical nursing programs, as well as by providing regulations for the conduct of these programs.

(b) The Board provides for licensure of graduate practical nurses from approved schools of practical nursing by examination, by endorsement of another state board of nursing, and by the renewal of licenses.

(c) The Board may suspend or revoke licenses for cause.

(d) The Board, with the approval of the Commissioner of Professional and Occupational Affairs, will appoint a committee of two licensed practical nurses and one licensed professional nurse experienced in practical nurse education and, in consultation with this committee, will have the power and duty to establish reasonable rules and regulations for the administration of the act.

21.143. Duties and functions of the Board.

(a) Survey visits to schools will be made annually or when deemed necessary. The report is presented to the Board and a written report of recommendations or requirements or both shall be sent to the school surveyed.

(b) A classified list of approved schools of practical nursing will be compiled, published and distributed each year.

21.144. Objectives of the Board.

(a) The Board shall insure safe nursing services for the citizens of the Commonwealth. Embodied in this purpose is the responsibility to establish safe standards of nursing practice through examination and licensure of graduate professional, technical and practical nurses and through endorsement of practical and professional nurses from other jurisdictions.

(b) The Board subscribes to flexible and progressive methods of nursing education as indicated by the needs of the community and the advances in medical science and education.

(c) Although the Board is charged specifically with establishing minimum curricular standards, it encourages and expects that approved nursing education programs in this Commonwealth shall be continuously enriched to keep pace with changing needs of society.

21.145. Functions of the L.P.N.

(a) The L.P.N. is prepared to function as a member of the health-care team by exercising sound nursing judgment based on preparation, knowledge, skills, understandings, and past experiences in nursing situations. The L.P.N. participates in the planning, implementation, and evaluation of nursing care in all settings where nursing takes place.

(b) More specifically, the L.P.N. performs the following functions.

(1) Provides for the emotional and physical comfort and safety of patients through the following:

(i) Understanding human relationships between and among patients, families, and other health-care personnel.

(ii) Participating in the development, revision, and implementation of policies and procedures designed to insure comfort and safety of patients and other health-care personnel.

(iii) Assisting the patient with activities of daily living and encouraging appropriate self-care.

(iv) Recognizing and understanding the effects of social and economic problems upon patients.

(v) Protecting patients from behavior that would damage their self-esteem or relationship with families, other patients, or other people.

(vi) Recognizing and understanding cultural backgrounds and spiritual needs, respecting the religious beliefs of individual patients.

(vii) Considering needs of the patient for an attractive, comfortable and safe environment.

(2) Observes, records and reports to the appropriate persons:
  - (i) General and specific physical and mental conditions of patients, and signs and symptoms which may be indicative of change.
  - (ii) Stresses in human relationships between patients, patients' families, visitors, and health-care personnel.

(3) Carries out more specialized nursing functions for which the LPN is prepared, such as the following:
  - (i) Administration of medications and therapeutic treatments prescribed for the patient.
  - (ii) Preparation and care of patients receiving specialized treatments.
  - (iii) Carrying out first aid, emergency and disaster measures.

(4) Assists with rehabilitation of patients, according to the patient care plan, through the following:
  - (i) Knowledge and application of the principles of prevention of deformities, such as the normal range of motion exercises, body mechanics and body alignments.
  - (ii) Encouragement of patients to help themselves within their own capabilities.
  - (iii) Awareness of the special aptitudes and interests of patients and encouragement of their use.
  - (iv) Utilization of community resources and facilities for continuing patient care.

LICENSURE

21.151. Examinations.

(a) The Board will conduct licensing examinations at least twice a year, and more often when necessary. A list of examination dates will be published annually.

(b) Applications for the licensing examination shall be submitted to the Board office at least four weeks prior to the examination date.

(c) Candidates whose applications are submitted after the four-week period cannot be assured of being scheduled for the subsequent examination.

(d) Applications for examination may be submitted as soon as the candidates have completed all theoretical instruction and clinical experience as required for the program, providing that the date of completion is prior to the examination date.

21.152. State Board Test Pool Examination.

(a) The Commonwealth is a participating jurisdiction in the State Board Test Pool Examination of the American Nurses Association, Council of State Boards of Nursing.

(b) Candidates for practical nursing licensure shall achieve a minimum standard score of 350 on the State Board Test Pool Examination.

21.153. Re-examination.

(a) Candidates must submit the required fee in the form of a certified check or money order to be scheduled for re-examination.

(b) Candidates may take the licensing examination as many times as necessary to complete licensure process within the three-year period of time.

21.154. Unlicensed candidate.

(a) Candidates must practice under the supervision of an experienced registered nurse. Candidates shall not be employed as graduate practical nurses after the period of one year, unless licensed, or unless special permission is granted by the Board due to extenuating circumstances. In such cases the candidates must present validating documentation.

(b) Candidates who have not passed the examination after the third time are not permitted to practice nursing as defined by the act.

(c) Unlicensed candidates due to examination failures shall comply with the following:
  - (1) Candidates shall complete the process of licensing within three years following date of completion of the practical nursing program.
  - (2) Candidates unable to meet this requirement due to extraordinary circumstances may appeal to the Board for an extension.

21.155. Licensure by endorsement.

(a) Licensure as a practical nurse in this Commonwealth by endorsement of the original licensing board is granted to a graduate of an approved practical nursing program who is licensed in another jurisdiction by an examination considered by the Board to be equivalent to the examination required for licensure in this Commonwealth.

(b) Applicants for licensure in this Commonwealth by endorsement shall meet minimum requirements regarding age, character, citizenship, preliminary education, and practical nursing education as outlined in the act.

21.156. Renewal of license.

(a) Licenses for practical nurses expire on June 30 of each biennium in the even-numbered years.

(b) Application for renewal of a license is forwarded biennially to each active registrant prior to the expiration date of the current renewal biennium.

(c) Application forms shall be completed and returned, accompanied by the required renewal fee. Upon approval of each application, the applicant will receive a license for the current renewal period. The display portion of the renewal license shall be retained by the current employer of the registrant. The pocket card portion shall be retained by the registrant.

(d) When communicating with the Board, registrants shall identify themselves by their full name, including maiden name, current address and their Commonwealth certification number which shall be typed or printed.

21.157. Licensure and employment of foreign Practical Nurses.

(a) A graduate practical nurse, or the equivalent, licensed in another country whose credentials have been approved by the Board may be employed for a maximum of one year pending licensure in this Commonwealth. See Section 6 of the act (63 P.S. §656).

(b) If the candidate is required to write the examination, following establishment of eligibility for examination, licensure by examination must be completed within a two-year period of time.

APPROVAL OF PRACTICAL NURSING PROGRAMS

21.161. Objectives.

Practical nurse programs require approval for the following reasons:

(1) To safeguard the preparation of practical nurses, and to assure safe standards of nursing practice in this Commonwealth.

(2) To guide prospective students in the selection of approved programs which offer adequate resources for sound basic practical nursing education.

(3) To insure the graduates of practical nursing programs of eligibility for admission to examination for licensure.

(4) To assist graduates of programs of practical nursing in this Commonwealth to qualify for licensure by endorsement in other jurisdictions.

(5) To stimulate and maintain continued growth and improvement of practical nursing education in this Commonwealth.

21.162. Types of approval.

(a) **Initial** — The Board may grant initial approval to new programs, with evidence that minimal acceptable standards are being met, for a period of time necessary to evaluate the results of the licensing examination taken by the first graduates.

(b) **Full** — The Board will place those programs on full approval which attain or maintain minimal acceptable standards and adhere to the policies and regulations of the Board considered essential for a sound program of practical nursing education.

(c) **Provisional** — The Board may at any time place on provisional approval any program not meeting minimal standards. Full approval status will not be granted until minimal acceptable standards are met. If these standards are not met, the program will be removed from the approved list.

21.163. Maintenance of Board approval.

Practical nursing programs will be surveyed at least once every three years to validate adherence to the rules and regulations as established by the Board. Annual confirmation of the activities of the school shall be submitted in the form stipulated by the Board.

21.164. Removal of a Program from the approved list.

(a) The Board will give sufficient opportunity to program officials for a hearing before the program is removed from the approved list.

(b) The removal of a program from the approved list shall not make any bona fide student enrolled at the time ineligible for examination upon evidence of satisfactory completion of a program of studies approved by the Board.

ESTABLISHING AN APPROVED PROGRAM OF PRACTICAL NURSING

21.171. Requirements for a practical nursing program.

(a) A practical nursing program shall be developed under the authority and sponsorship of a controlling institution or agency with a registered professional nurse in charge.

(b) An approved program of practical nursing may be conducted by a hospital, board of education or other agency.

(c) An agency or institution may conduct a program of practical nursing and a program of professional nursing at the same time if both programs are separately administered, have separate faculty and there are adequate clinical facilities for both.

(d) Practical and professional nurse students from different programs may be assigned to the same agency or institution if each type of student is under different instructional personnel and the educational activities and experiences are specifically outlined and carefully guided.

21.172. Procedure for establishment of a program.

(a) Any hospital or agency desiring to establish or conduct an approved program of practical nursing shall submit a written proposal to the Board. In case of practical nursing programs in the public school system, the proposal shall be submitted to the Board through the Department of Education, Bureau of Vocational, Technical and Continuing Education.

(b) In addition, any hospital or educational institution desiring to establish a program of practical nursing is required to:

- (1) employ the program coordinator of the educational unit at least six months prior to the intended admission date;
- (2) employ teaching faculty for the educational program at least one month prior to the intended admission date; and
- (3) submit 14 copies of the tentative planned educational program to the Board at least four months prior to the intended admission date. The proposal shall include the following materials:
  - (i) Organization and responsibilities of the controlling body of the school.
  - (ii) Educational preparation and nursing experience of the faculty members, with their functions and titles.
  - (iii) Statement of philosophy and objectives of the school.
  - (iv) Proposed curriculum and areas of instruction.
  - (v) Admission policies for students and scholastic standards of the program.
  - (vi) Provisions for student health and welfare.
  - (vii) Advisory committee membership and functions if one is appointed.
  - (viii) A letter of intent from the cooperating agencies and a copy of the proposed written contract agreement.
  - (ix) A copy of the proposed budget.
  - (x) A copy of the organizational chart.

(c) Review of the program may be followed by an initial visit before final Board action will be taken granting approval for recruiting and admitting students. If approved, initial approval status is granted.

21.173. Discontinuance of a program of practical nursing.

(a) Written notification of intent to discontinue or interrupt a program of nursing shall be submitted to the Board.

(b) In the event that a program is being discontinued, it is the responsibility of the controlling agency to provide for the completion of the program for all currently enrolled students. Approved and qualified instruction shall be assured.

ORGANIZATION AND ADMINISTRATION OF PROGRAMS

21.181. Administrative authority.

(a) The practical nursing program shall be established as an educational unit of the governing body.

(b) The registered professional nurse in charge of the program shall be given the authority and support necessary to administer the program successfully, and shall be responsible to the designated administrative officer of the controlling agency. The faculty shall share in the development, organization, evaluation and implementation of the curriculum.

(c) The organization chart shall clearly define the lines of authority for all administrative and faculty personnel, channels of communication, and relationships with the cooperating agency.

21.182. Advisory Committee.

(a) An advisory committee may be desired. If such committee exists it is suggested that the membership should include representatives from practical nursing, professional nursing, general education and other community groups. The nurse in charge of the practical nursing program shall be a member of this committee.

(b) The function of this committee is to act in an advisory capacity to the faculty and as a liaison group between the faculty, the agency and the community.

21.183. Budget.

A separate budget for the program of practical nursing is recommended to insure the successful operation of the program. Budgetary funds shall be allocated by the controlling agency to administer the program effectively. The nurse in charge of the program and the administrative officers of the controlling agency should prepare an annual budget based on desired needs for growth and change.

21.184. Cooperating agencies.

(a) The agreement between the program and each of the cooperating agencies shall be written and signed by the administrators of the program and the cooperating agency and shall identify the responsibility and authority of each party. The agreement shall be reviewed annually and a copy of the current agreement shall be filed in the office of the Board.

(b) Approval of the cooperating agency shall be secured prior to the placement of students within the agency.

(c) Before an established program changes its clinical facilities through a new or additional cooperating agency, Board approval of the agency is required. A request shall be presented to the Board in writing. Upon receipt of the request, the Board will require information to be submitted on an Agency Data form and returned for review and action. Final approval of the cooperating agency will depend upon a survey of the facilities.

ADMINISTRATIVE AND INSTRUCTIONAL PERSONNEL

21.191. Faculty and staff complement.

The minimum faculty and clerical personnel required in each program is as follows:

(1) A full-time nurse director or nurse coordinator.

(2) Full-time nursing instructors must be adequate in number to provide a maximum student teacher ratio of 15 to 1 in the clinical area.

(3) Additional instructors consistent with the size and needs of the programs.

(4) Adequate secretarial assistance.

21.192. Faculty qualifications.

(a) The qualifications of the nurse director or nurse coordinator shall be as follows:

(1) Graduation from an approved school of professional nursing.

(2) Current registration as a professional nurse in this Commonwealth.

(3) A baccalaureate degree, preferably in nursing, with experience in the areas of nursing, nursing education and educational administration. The nurse director or coordinator shall give evidence of ability to provide leadership and shall have a specific plan for completing work towards a master's degree with evidence of consistent effort toward completion of the plan

(b) The qualifications of the instructors shall be as follows:

(1) Graduation from an approved school of professional nursing.

(2) Current registration as a professional nurse in this Commonwealth.

(3) A baccalaureate degree, preferably in nursing, with additional preparation for teaching appropriate to the teaching of practical nursing.

(4) Experience and skill in the practice of nursing.

(5) Nursing experience involving direct patient care or teaching experience within two years of employment. Faculty and instructors shall give evidence of maintaining expertness in clinical and functional areas of responsibility.

(c) Faculty or instructors with less academic preparation may be employed if qualified personnel is not available provided that less qualified faculty and instructors shall function under the direct guidance of a fully qualified faculty member and shall give evidence of continuing their academic preparation.

21.193. **Faculty policies.**

(a) The faculty shall be employed by and responsible to the educational institution.

(b) Faculty members must meet the requirements of the parent institution for faculty appointments.

(c) All policies, including personnel policies, in effect for nursing faculty, shall be those in effect for faculty members throughout the educational institution, with adjustments for differences that may be required in education for practical nursing.

(d) Policies for selecion, appointment, and promotion of faculty shall be defined in writing.

(e) Functions and responsibilities of each faculty member shall be defined in writing.

(f) Full-time faculty of the nursing program shall not carry responsibilities for administration, curriculum development or teaching for other types of educational programs, nor shall the nursing faculty be responsible for student health services or first aid.

(g) Changes in status of faculty from full to part-time or vice versa shall be reported to the Board.

(h) The director or coordinator and nursing faculty of the program shall be afforded the time and opportunity to engage in leadership activities within their profession as are commensurate with their educational responsibilities.

(i) In determining teaching load of the faculty the following criteria shall be considered:

(1) Number of individual courses or units of study assigned with consideration of differences in scope and depth.

(2) Number and size of scheduled weekly classes, including laboratory and clinical teaching contact hours.

(3) Additional assignments relative to the functions and responsibilities of the faculty member; such as guidance of students, student evaluation, program revision, participation in activities of faculty organization.

(j) There shall be a planned and active faculty development program designed by the faculty to meet their perceived needs.

21.194. Faculty organization.

(a) There shall be a nursing faculty organization appropriate to the size of the group.

(b) Policies and rules of procedure of the faculty organization shall be in written form and shall be reviewed periodically by the faculty.

(c) All members of the faculty shall participate in the activities of the faculty organization.

(d) Committees shall be established as needed to implement the functions of the faculty effectively, and the purposes and membership of each committee shall be defined clearly.

(e) Committee reports and faculty actions shall be recorded, filed systematically and kept available for reference.

CURRICULUM

21.201. Philosophy, Purposes and Objectives.

(a) The philisophy and objectives of the program shall be formulated, agreed upon and implemented by the faculty and shall be in accordance with the philosophy and objectives of the controlling institution. The philosophy and objectives of the program shall reflect the following:

(1) The belief of the faculty about nursing, practical nursing education and education in general.

(2) The concept that practical nursing is an integral part of all nursing.

(3) The fact that the educational needs of the students are being met.

(4) The concept of preparing a practitioner who shares in the giving of direct care to patients and who functions within the accepted roles of the L.P.N.

(b) The philosophy and objectives shall provide the basis for the development, the conduct and the evaluation of the total program.

(c) The expected changes in student behavior identified in the statement of objectives shall be realistic and attainable within the program of instruction.

21.202. General curriculum requiremens for Practical Nursing Programs.

(a) The curriculum shall be designed to meet the stated objectives of the program.

(b) The program of study shall reflect sound principles of general education and practical nursing education.

(c) The curriculum shall be based on broad areas of learning but shall be limited in depth.

(d) The curriculum shall be flexible enough to permit adaptations according to individual student needs as well as to changing concepts relative to emerging roles.

(e) The curriculum shall provide for instruction and practice in the care of selected individuals with different degrees of illness, with various types of incapacities, and from all age groups.

(f) Scientific facts and concepts selected to be taught shall be limited to those that are essential as a basis for nursing action and are applicable to patient care.

(g) Learning experiences shall be selected and arranged to provide opportunity for the student to learn how to function within the role of the L.P.N. and for the personal growth of students.

(h) Learning experiences shall focus on direct nursing care, and effort shall be made to arrange experiences in a pattern of logical sequence that demonstrate continuity of care.

(i) The plan of instruction shall enable students to develop understanding of the functions of the L.P.N. within different patterns of nursing service.

(j) Course outlines shall include specific behavioral objectives anticipated and shall contribute to the objectives of the total curriculum.

(k) Learning experiences selected shall focus on the needs of the student and shall not be structured to render service to the cooperating agency.

21.203. Specific curriculum requirements for Practical Nursing Programs.

(a) The curriculum shall be based upon the philosophy and objectives of the program and shall be developed, implemented and evaluated by the faculty.

(b) The curriculum shall be organized and developed to include the knowledge, attitudes, skills, and abilities necessary for the specific levels of student achievement.

(c) The curriculum shall be planned to promote the following measurable abilities, as extracted from the Test Plan for the Practical Nurse Licensing Examination, published by the American Nurses' Association, Council of State Boards of Nursing:

(1) Understanding the responsibilities of a practical nurse as a member of a vocation including the following:

- (i) Legal responsibilities.
- (ii) Range and scope of functions of practical nurses such as knowing when a problem should be referred to the physician or the professional nurse.
- (iii) Administrative lines of authority.
- (iv) Elementary principles of cooperative action.
- (v) Role and characteristics of nursing organizations.
- (vi) Authoritative sources of information in nursing including the following:
  - (A) Types of information available from major journals, organizations, and so on.
  - (B) Means of differentiation of reliable and unreliable sources.
- (vii) Trends in practical nursing.
- (viii) Ethical responsibilities in nursing.
- (ix) Factors important for personal growth, and growth in the vocation.

(2) Understanding selected facts and principles of the natural sciences, and related terminology, including the following:

- (i) The general gross aspects of body structure and function.
- (ii) Elementary microbiology.
- (iii) Nutrition.

(3) Knowledge of the signs of physical health and the stages of normal physical needs including the following:

- (i) Gross signs of physical health and normal physical development at various stages and in pregnancy.
- (ii) Differentiation of optimum and normal health from abnormal states.
- (iii) General physical needs, other than nutritional, at different ages and in pregnancy.
- (iv) General Nutritional needs at various ages and in pregnancy.
- (v) General health aspects of the physical environment.

(4) Knowledge of elementary psycho-social facts and principles which are basic, directly or indi-

rectly, to personal adjustment and to nursing practice.

(5) Knowledge of the gross signs of emotional and mental health and development in all age groups, recognition of states of faulty adjustment, and understanding general emotional needs and their possible effect on behavior.

(6) Understanding elementary principles of human relations and the ability to use them or assist in their use in caring for all age groups, appreciation of the need for warmth and tact, and the need of the patient both for security and independence. Knowing what measures are likely to be helpful to persons under stress.

(7) Knowledge of the general causes, modes of transfer and relative incidence, of the most common diseases and abnormal conditions, and understanding methods for their prevention and control.

  (i) The most important causes of and factors predisposing to diseases and abnormal conditions.

  (ii) Transmission of disease.

  (iii) Importance of conditions, as to whether they constitute major health problems.

  (iv) Prevention and control of communicable diseases.

  (v) Prevention and control of noncommunicable diseases.

  (vi) Roles and characteristics of organizations and agencies concerned with prevention and control of disease and maintenance and improvement of physical and mental health.

(8) Knowledge of gross manifestation of common diseases and abnormal conditions, including the following:

  (i) Symptoms and course.

  (ii) Gross effects on the tissues.

  (iii) Prognosis and complications, including complications of surgery, such as shock and hemorrage.

(9) Knowledge of purposes, effects and dangers of measures used: preventive, diagnostic, supportive, therapeutic, including diet, drug and other therapies, and of common treatment and procedures.

(10) Understanding what nursing measures are likely to be most helpful to patients with specific needs, and knowing how to carry out or assist with commonly used procedures. This excludes the provision of paragraph (6) of this subsection.

  (i) Selection of specific measures of care in accordance with patient needs.

  (ii) Differentiation between safe and unsafe modifications of nursing measures.

  (iii) How to prepare for, carry out, or assist with measures used in care of patients.

  (iv) Ability to report and record.

  (v) Evaluation of priority of needs of an assigned patient or group of patients in terms of possible choices of nursing care.

(d) The curriculum shall provide instruction in the following areas:

(1) Physical and biological sciences including appropriate content from basic human anatomy and physiology as well as elementary principles of chemistry, microbiology, physics, and normal nutrition.

(2) Social and behavioral sciences including psychosocial facts and principles basic to personal adjustment and to nursing practice as well as appropriate content on the family and development stages from birth to senescense.

(3) Concurrent or sequential theory and clinical experience in:

  (i) the care of patients with simple nursing needs;

  (ii) the care of patients with short-term nursing needs; and

  (iii) the care of patients with long-term nursing needs.

(4) Clinical experience as provided in paragraph (3) of this subsection shall be provided in the care of men, women and children in a variety of age groups with health problems characteristic of the age group involved.

(5) Theory as required in paragraph (3) of this subsection should include appropriate knowledge from diet therapy and pharmacology as well as scientific facts and selected clinical concepts which are essential as a basis for nursing action and are applicable to patient care.

(6) Learning experiences selected as required in paragraph (3) of this subsection should provide opportunities for the student to: develop an awareness of the needs of patients; learn to plan and give nursing care to selected individuals in various nursing situations that are relatively free of complexity; learn to plan and give nursing care to a group of selected patients; and learn to assist the professional nurse in more complex nursing situations.

(7) Content as required in paragraph (3) of this subsection shall be drawn from information about ethical, moral and legal responsibilities of the practical nurse, current trends in nursing and health delivery systems, and vocational development.

(e) The total curriculum shall include a minimum of 1500 hours offered within a time period of not less than 12 months. The Board recommends that a minimum of 40% of the total curriculum be theoretical and the remaining 60% be in appropriate clinical experience.

(f) Evening and night assignments shall be considered part of the curriculum only in terms of the objectives to be achieved and if supervision is provided by the nursing faculty. Learning experiences during evening and night hours shall be planned only after the termination of the first four months of the program.

(g) Total hours of theory and clinical experience should be planned on a 35 hour week basis.

(h) The curriculum shall be evaluated according to a plan developed by the faculty and shall include the following:

(1) A careful review of all aspects of the educational program based on the stated philosophy and objectives.

(2) A continuous evaluation of instructional procedures, learning experiences, and student progress.

(3) Opportunities for students to participate in self-evaluation of their own learning experiences.

(4) Performance of graduates on the State Board Test Pool Examination.

(5) Opinions of graduates regarding the adequacy of their nursing program.

(6) Evaluation of graduates by their employers.

(7) A record system in operation which will assist in the evaluation of the educational program.

21.204. Changes in curriculum.

(a) Changes that are a departure from the minimum requirements of the program and which must be submitted to the Board for approval include the following:

(1) Changes in the objectives of the program which require alteration of the present curriculum or courses or which increase or decrease the length of the program.

(2) Reorganization of the entire curriculum.

(3) Changes in clinical facilities involving contractual agreements.

(b) When a program change needing approval is contemplated, a plan shall be presented to the Board showing:

(1) Rationale for the change of program.

(2) Existing program.

(3) Proposed changes to the program.

(c) When a change in program is submitted to the Board for approval, 14 copies of the following information shall be submitted at least three weeks prior to consideration by the Board:

(1) Philosophy of the program.

(2) Objectives of the program.

(3) Master rotation or organizational curriculum plans, old and new.

(4) School bulletin and any other pertinent information.

FACILITIES FOR ADMINISTRATION AND TEACHING

21.211. Facilities for administration and teaching.

(a) The physical structures that serve the purpose of the practical nursing program and are available for student or faculty or both use include those that are provided in the immediate environment and also those that are off the school premises. Facilities and resources of the program shall include the following:

(1) Administrative and instructional and office personnel shall be provided with the appropriate

and adequate space and equipment essential for attainment of the objectives of the program.

(2) The number and size of accessible classrooms, conference rooms and laboratories shall be sufficient to meet the needs of the program. The number and size of classrooms shall be determined by the maximum student enrollment.

(i) All educational facilities shall be attractive, adequately heated, lighted and ventilated.

(ii) All educational facilities shall be provided with the equipment and supplies necessary to meet the teaching and learning requirements of both students and teachers.

(iii) The curriculum outline and instructional methods utilized by the faculty shall be determinative in the selection and maintenance of the facilities needed in the individual practical nursing program.

(b) Adequate storage space for general supplies and equipment, policies shall be in existence for the replacement of equipment, furnishings, and supplies.

(c) Library facilities and resources, which are planned and maintained to meet the specific needs of the student and the faculty shall be as follows:

(1) The physical equipment of the library shall include adequate lighting and ventilation, sufficient tables and comfortable chairs, space for proper display of library holdings and exhibits, and appropriate work space for the librarian.

(2) Provision shall be made for adequate storage space to maintain the safety and security of the library materials and holdings.

(3) Library holdings shall include sufficient reference titles, periodicals and other educational materials, as well as supplementary aids to achieve the objectives of the program.

STUDENTS

21.221. Selection and admission.

(a) Admission standards shall conform with the following:

(1) Policies and procedures related to the selection and admission of students are the responsibliity of the individual program. Consideration shall be given to scholastic aptitude, academic achievement, personal qualities, and physical emotional health.

(2) Applicants shall have completed work equal to a standard high school course as evaluated by the Credentials Evaluation Division of the Pennsylvania Department of Education.

(b) Admission of classes shall conform with the following:

The Board recomme[illegible] that only one class be admitted per year. The number of candidates for each class shall be determined by the educational and clinical resources which the program can provide.

(c) Advanced standing shall conform with the following:

(1) The Board encourages practical nursing programs to thoughtfully review their respective curriculi to identify where opportunity can be provided for the recognition and validation of previous education and experience of perspective applicants. Advanced placement proposals developed may then be submitted for review and approval by the Board.

(2) Programs submitted must be developed for either a specific, identified individual or for a theoretical group of individuals. The extent of the approval granted will be based on the nature and content of the program submitted.

21.222. Service to students.

(a) Health Program.
The stated objectives and policies of the health program of the students shall relate to the needs of students seeking admission and currently enrolled in the practical nursing program. The health program shall be planned and implemented to assist in maintaining the physical and mental health of the students and to provide appropriate means for the care needed during illness. In planning student health programs and services, the responsibilitity of the individual student, as well as that of the program, shall be clearly defined in writing.

(1) The pre-entrance health examination shall include the following:

(i) Complete physical examination which shall include but not be limited to dental and eye examination. Individual school policies shall determine whether the examination shall be administered by the physician of the school or by a physician chosen by the candidate.

(ii) Chest x-ray.

(iii) Laboratory tests which shall include but not be limited to complete blood count, serology and urinalysis.

(2) It is recommended that influenza vaccine, typhoid, tetanus, and poliomelitis immunizations be included in the required immunization program of the school.

(3) The scope of the health program shall provide facilities for daily medical or nursing services in order that students may have the opportunity to seek immediate care when necessary. These facilities shall be under the direction and supervision of a licensed physician and a licensed professional nurse.

(4) Policies for sick leave allowance shall be formulated to provide for the preservation of the health and educational needs of the student.

(5) Policies for vacations or school recesses shall be developed and published in the school bulletin. These shall be planned to maintain the optimum health of the student while meeting educational requirements of the program.

(6) The written policies of the program shall provide for the following:

(i) Eight hours of continuous rest during each 24-hour period of scheduled class and clinical nursing experience.

(ii) The number of unassigned or otherwise free days within each calendar week during the program.

(7) Appropriate cumulative student health records shall be maintained throughout the enrollment of the student. The health records of the student shall be retained for a period of five years after graduation or after withdrawal from the program.

Student employment.

When part-time student employment is permitted, written policies shall include the type or types of employment, conditions regulating such employment, such as health, academic load and scholastic progress; and consideration of current Federal and State laws affecting employment. When students are employed in health agencies, they may be employed as long as they are not performing the functions normally assigned to a professional or practical nurse, as in giving medications, doing treatments involving sterile technique, and so on. Students in this role cannot be assigned as charge nurse of a unit. Student employment shall be on a voluntary basis and not a requirement of the institution. Remuneration for such employment shall be within the range of the salary scale for the position.

(c) Student housing.

Policies concerning student housing, whether obtained in the community or in an established student residence, shall provide for the following:

(1) An environment conducive to good health practices with safe and comfortable living facilities to include:

(i) adequate space, equipment and furnishings for each student, such as desk chairs, proper lighting, ventilation, and closet space.

(ii) Safe and adequately maintained facilities directly related to personal hygiene and personal security measures which include appropriate supervision of housing facilities and periodic inspection of safety devices, such as fire extinguishers, housing exits, and fire drills; and

(iii) provision of facilities which promote recreational and social activities.

(2) Facilities for obtaining adequate well-balanced meals.

(d) Counseling and guidance.

The scope of the counseling program shall be clearly defined in accordance with the objectives of the program. It is recommended that such a program include personal, professional and academic counseling, initiated by either faculty or students. It is further recommended that adequate provision be made for the student's referral to or consultation with skilled counselors, psychiatrists, psychologists, or religious advisors when professional and personal assistance is needed for individual student problems.

(e) Financial aid.

Policies and procedures relating to scholarships, loans and grants shall be developed within the framework of the philosophy of the controlling institution and defined in writing. It is recommended that each program maintain a list of available resources for financial assistance and that applicants and students be informed of these resources. Students accepting financial aid should be made aware of the provisions and responsibilities incurred with such assistance.

(f) Student leadership programs.

Opportunities for students to develop leadership skills and assume citizenship responsibilities shall be provided within the framework of the program of the school.

(1) It is recommended that student-centered organizations be encouraged and that the opportunity be afforded for the organization to function in such a way as to reflect the interests of students and contribute to the attainment of the objectives of the program.

(2) It is recommended that students be encouraged to participate in activities which will assist and prepare them to accept responsibility for self-direction and to function as effective members of the student group.

(3) Opportunities to identify and develop leadership abilities through participation in activities of cultural, social, religious and student-professional organizations shall be provided within the framework of student activities.

RECORDS

21.231. Record forms specifically for the practical nursing program.

A record system essential to the operation of the program shall be maintained. Records shall be kept in locked fireproof files including the following:

(1) Student records. Student records shall conform with the following:

- (i) Permanent record, on all students admitted, including both clinical and theoretical experience and achievement shall be kept ad infinitum.
- (ii) Health records shall be kept for five years following completion of the program.

(2) Faculty records. Faculty records shaii conform with the following:

- (i) "Display Portion" of current nursing license.
- (ii) Records of preparation and experience, including college transcripts.
- (iii) Current record of continuing education activities.

(3) Administrative records. Administrative records shall conform with the following:

- (i) Affiliation agreements with cooperating agencies.
- (ii) Minutes of meetings.
- (iii) Annual reports.
- (iv) Follow-up studies of graduates.
- (v) Budgets.
- (vi) Current written policies.

(4) Program bulletin. Program bulletin shall:

- (i) be comprehensive and current since they serve as contracts of agreement between the applicant or student and the program; and
- (ii) include clearly defined refund policies governing all fees and tuition paid by the students.

21.232. Records required to be filed in the board office.

(a) An Annual Report of the Practical Nursing Program for the year beginning July 1 and ending June 30 shall be sent to the Board Office (on or before August 1 of each year), using the form supplied by the Board.

(b) Upon completion of the entire program a transcript or photocopy of the Final Record of the student shall be submitted along with the application for admission to the State Board Test Pool Examination. The transcript shall bear the impression of the school seal and signature of the Director or Coordinator of the program or authorized representative.

(c) A notarized list of all nurses employed in the program shall be submitted by January 15 of each year. This list shall include the full name including maiden name, current address, license number and date of original employment in this Commonwealth.

21.233. Custody of Records.

When a program closes, the controlling institution shall be responsible for the safekeeping of the records of its students, and official copies shall be made available upon request. If the controlling institution also closes, advice should be obtained from the Board concerning the permanent safekeeping and availability of the records of the practical nursing program. The Board shall be informed in writing concerning permanent placement of these records.

Office of Higher Education
(717) 787-7653

Proposal 2-Y-4
Capital & Consumable

LIST OF EQUIPMENT, INSTRUCTIONAL SUPPLIES, AND MATERIALS TO BE ACQUIRED WITH POSTSECONDARY VOCATIONAL EDUCATION FUNDING

Description	Quantity	Cost of Each	Gross	Install Ship, Etc.	Total Cost	Non-Fed. Share	Federal Share
Equipment:							
Total Cost of Equipment							
Instructional Supplies:							
Total Cost of Instructional Supplies							
Instructional Materials:							
Total Cost of Instructional Materials							
TOTAL OF ALL CAPITAL & CONSUMABLES							